DOCUMENT RESUME

ED 154 116 08 CE 014 851

AUTHOR	Spencer, Carl
TITLE	Lincoln Experience-Based Career Education Project. Interim Report, 1976-77.
INSTITUTION	Lincoln Public Schools, Nebr.
SPONS AGENCY	Office of Education (DHEW), Washington, D.C.
BUREAU NO	502AH60118
PUB DATE	Nov 77
GRANT	G07-76-00093(502)
NOTE	271p.; Not available in hard copy due to reproducibility problems
EDRS PRICE	MF-$0.83 Plus Postage. HC Not Available from EDRS.
DESCRIPTORS	*Career Education; Educational Objectives; High School Curriculum; *Instructional Materials; Learning Activities; *Program Administration; Program Content; Program Descriptions; *Program Development; *Program Evaluation; Secondary Education; Vocational Development
IDENTIFIERS	Experience Based CAreer Education Program; Nebraska (Lincoln)

ABSTRACT

A project was done to assist four high schools to install programs for students which incorporate experience-based career education (EBCE) philosophy and activities and assist in the construction of district-wide structures which support these programs. The major components of project activities were project management, tenth-grade sequence of career/educational planning guidance activities, developing a system for delivering instruction, developing a career exploration system, establishing a career guidance system, and installation of the program. To date, the project has considerable support and acceptance from the central office administration and administrators in each school, and the EBCE program is installed, somewhat tentatively, in the district and the high schools. (The text of this report contains copies of project materials, such as reports, booklets, learning package, publicity articles, forms, and an EBCE model. An extensive project evaluation report is appended. Also, the color-coded appendix comprising one-half of this report includes process goals by component, staff vitaes and job descriptions, tenth grade course (includes for each of four units the following: the course goal; unit goals; unit objectives; and daily lesson topics with objectives, learning principles, learning activities correlated with procedures and resources, evaluation, and assignment), a student workbook, and seven EBCE flipcharts.) (EM)

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ED154116

Interim Report
1976-77

Project No. 502AH118
Grant No. G07-76-0093 (502)

Lincoln Experience-Based Career Education Project

Exemplary Project in Vocational Education
Conducted Under
Part D of Public Law 90-576

The activity which is the subject of this report was supported in whole or in part by the U.S. Office of Education, Department of Health, Education, and Welfare. However, the opinions expressed herein do not necessarily reflect the position or policy of the U.S. Office of Education, and no official endorsement by the U.S. Office of Education should be inferred.

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November, 1977

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SUMMARY OF THE REPORT

TIME PERIOD COVERED BY THIS REPORT

This report covers the first project year, October 1, 1976 to September 30, 1977.

GOALS AND OBJECTIVES OF THE PROJECT

The goal of the project is to assist each of the four Lincoln public high schools to install and operate programs for students which incorporate the EBCE philosophy and activities into the on-going structure and operation of the school, and to assist in the construction or refinement of such district-wide structures which are necessary to support the in-building operations.

RESULTS AND ACCOMPLISHMENTS OF THE PROJECT

The strategy of the project is to present to the district, individual schools, and the community the concepts of EBCE in a problem-solving format rather than to "lay on" them a model EBCE program, or to operate a program using project resources. In this strategy project resources are devoted to help individuals and groups grow in understanding of the EBCE concepts, to plan for the implementation of the operational elements, and in the beginning phases, to assist in the actual operation of the program. Local district resources are allocated to the program roles (the day-to-day working with students) while project resources are allocated to planning, building support among staff and community, staff development, and assisting the program staff when exceptional need is present.

During the first year the project succeeded in constructing a plan for the implementation of EBCE in each high school which is supported by the administration of each school and accepted by the staff. Further, in three of the four high schools, the program was in actual operation when school began, and the fourth school plans to commence operation at the beginning of the second semester, January, 1978. At the district level, the plans were accepted and supported by additional allocations of district funds to the project of some $10,000 in excess of the project budget.

At the more specific level, the major tasks of the project were organized into components, the progress for each of which is described below:

1. Project Management

During the first year project staff was selected and considerable training took place. The project was established in the district organization system, under the direction of a Policy Council composed of the four high school principals, the Superintendent, and several other central office administrators. One member of the project staff was assigned to each school as coordinator of installation activities. An overall plan of work was prepared for the project and individual plans were prepared for each school. Almost all of the tasks called for in these plans were completed reasonably close to dates called for in the timeline.

A Community Advisory Council was formed and met a half dozen times to assist the project in conceptualizing a campaign for recruiting sites and giving general advice for the conduct of the project as a whole. A slide-tape show was constructed and shown to several community groups as well as parents and school staff.

2. Tenth Grade Sequence of Career/Educational Planning Guidance Activities

To strengthen the general career education background of EBCE students and to provide a mechanism for recruiting students for EBCE, project resources were allocated to the task of helping to develop and install a program for sophomores in career/educational planning at each school. Under the direction of the district Director for Student Services and the Assistant Principals for Student Services at each high school, a task force prepared a rationale, a set of goals, and a set of alternative activities for implementing such a program. During the second semester, a program for all sophomores was initiated at Southeast High School with mixed success. Beginning in the fall of 1977, each high school operated a program for all 10th grade students, using almost exclusively local resources and with very little dependence upon project staff. The 10th grade sequence is seen as a local responsibility, and no project resources were allocated to it for the second year of the project.

3. System for Delivering "Allied Instruction" in the EBCE program

Part 1 of the EBCE program is the delivery of "academic" instruction to students on an individualized basis. During the first year of the project a district task force wrestled with this concept and in turn a similar task force in each school struggled to understand how to implement it and make plans to operate such a program element. By fall each school had determined what content would be offered, how the instruction would be organized, what credit would be given, and how, and who would staff each part of the operation. Using funds made available by the district from the Title IV-B allocation, materials were purchased. During the first semester (fall, 1977) EBCE students will receive credit in social studies, English, reading, composition, and in a few other areas on an individual basis. However the project continues to try to develop more satisfactory ways of diagnosing learning needs and organizing to deliver instruction according to those needs. Some assistance was provided by consultants from RBS in this regard, and additional assistance will be sought during the second year from RBS and other resources.

4. Career Exploration System

Part 2 of the EBCE program is the delivery of career development instruction. Although considerable attention was given to both the group Exploration experiences and the individualized Specialization projects during the planning phases, the most energy was devoted to Exploration, because Specializations would not be offered until second semester during the project's second year (January, 1978). Working with various interested school staff, project staff identified and described clusters and defined the nature of Exploration experiences. The district assigned a central office staff person to coordinate the recruitment of sites. Additional staff were trained to recruit sites and construct Exploration learning packages. By the start of school (fall, 1977) sufficient sites were recruited and packages written to place 90 students in 11 clusters in the community. By the end of the project year, nearly 150 sites

had been contacted, and fewer than ten percent were unwilling to cooperate or were unsuitable for EBCE use. A total of 15 different clusters were developed, students were beginning to share enthusiasm with others, and support for EBCE was becoming more visible among students, school administrators and staff, and parents. Training provided by RBS was somewhat helpful, especially in the area of recruitment and analysis of sites, but the differences between the Lincoln approach and any other limited the ability of the consultant to apply previous experiences to Lincoln problems. Additional training will be sought, especially in the development of Specialization experiences which will be offered second semester.

5. Career Guidance System

The third element of the EBCE program is guidance. During a workshop in early June conducted by a RSB consultant and attended by counselors and EBCE staff, the decision was made to utilize guidance materials provided by RBS in all schools. Although the materials were of some value, they were quite inadequate in a number of ways. Additional attention will be given to guidance skills and materials, and the organization of guidance activities. Authorities from outside the district will be used, but additional attention will be given to the use of local counselors both in program operation and program planning. A rudimentary system for sharing guidance information about students with counselors and teachers has been established and will be improved.

6. Installation of the Program in High Schools

Each high school completed an installation/implementation plan which included a rationale, general description, goals, organizational details, and major tasks and timeline. The project director and the coordinator assigned to each school assisted in this development, and the coordinator served as manager/consultant in the process of carrying out the plan. According to the specifics of the plans, approximately 90 students were recruited in the three high schools for the fall term, with Northeast to join in at the beginning of second semester due to the fact that the Coordinator there was not employed until April. The plans were constructed by leadership teams whose composition differed in the various schools depending upon the leadership style there. In most cases two regular staff members were assigned to the EBCE program to work with the students, and additional learning facilities such as the reading and the writing were made available. Project staff devoted most of their time to general management and development of exploration sites and experiences.

EVALUATION

Since students were not enrolled in EBCE during most of the first project year, except during the small pilot at Lincoln High School, the evaluation of the project focused on the process of installation and the preparation of a plan for collecting achievement data on students during the final two years of the project.

The evaluation plan has been completed and is included in the body of this report. The Evaluation Team made an analysis of the progress of the project on the tasks (process objectives) stated in its overall plans. Their report indicates the project was achieved almost all of its process objectives in a timely fashion. Finally, the Team made an analysis of the

status of the installation of EBCE in the individual schools. Since there were no baseline data collected, it is not possible to evaluate what progress may have been made during its first year on the basis of this analysis. And since no additional data were collected in the six months between May and the time of this report (November, 1977), it is not possible to state what progress may have been made since that time. Nevertheless the following summary of the evaluator's status report is presented here because of its importance in assessing the tasks ahead and deciding the scope of the project's future ambition.

In order to evaluate the status of the installation of EBCE in each school, data were collected through a structured interview from the administrators in each high school. The administrators were asked to describe (a) the status of EBCE installation (b) their expectations for the program and (c) the problems and concerns which faced the installation effort. Each respondent's interview was summarized and each respondent then was asked to validate the response before analysis took place.

The following generalizations can be made about administrator's perceptions of the concept of EBCE and its installation in their school:

1. The primary outcome of EBCE is to help students learn more about careers.
2. A secondary outcome is identified as helping students understand the relationships between what is taught in school and the world of work.
3. Other outcomes present in the overall EBCE model are not identified by administrators as part of the model; e.g. self-understanding, value clarification, decision-making, knowledge of the community, accepting responsibility for the future, etc.
4. The major activity of EBCE is seen to be career exploration in the community.
5. The ARC is seen to be more a support system to make exploration possible than a programming element in its own right with a mission of responding to individual student's newly awakened sense of learning needs.
6. Integrating EBCE into the school is seen as a process of making room for an additional school program rather than integrating the concepts and activities into the way instruction is delivered on a school wide basis. That is, program impact is described in terms of adding students to the EBCE program and gaining credibility with staff and easing their fears rather than changing any organizational patterns or redeploying resources, adding ways of awarding credit, or organizing "courses" differently.

Conclusions of the Evaluators are the following:

1. The project has considerable support and acceptance from the central office administration and from the administrators in each school; the EBCE program is installed in the district and the high schools, even though this installation is still somewhat tentative at this time.

2. However, the project is not at this time seen in the same way by the schools as it is by the project staff. That is, EBCE is seen as by schools as a career exploration program rather than as a way of planning and delivering an educational program to students as the EBCE staff sees it.

3. Therefore, the project has not succeeded in getting administrators to deal with fundamental issues which must be addressed...etc.

Implications and Recommendations:

1. The project developed a more concrete model of what a school's program would look like if the principles and activities of EBCE were integrated into the basic organizational structure and methodology of education.

2. The project attempt to develop in central and building administrators the concept of organizational change needed to integrate EBCE and encourage the development of skills necessary to implement such change.

3. Alternatively, if either of these two tasks seem impossible or impractical, the project should adopt a more limited objective of implementing a career exploration and/or career development program; recognizing the difficulty of continuing the program when the project funds are expended.

The complete Evaluation Report begins on page 61.

ACCOMPLISHMENTS

The Problem.

Both nation-wide and local assessment of high school students show them to be lacking in information about the world of work, uncertain about their values regarding their work role, confused about educational and training requirements and opportunities, unable to get good career guidance, ignorant of the resources of their community, and confident that there is no relationship between what happens at school and what is important in the adult world. (c.f. NAEP study of career education, Lincoln Public Schools Needs Assessment for Career Education, etc.)

Efforts to install career education in high schools in the past three years were only partially successful. The change-support approach adopted by the Lincoln Career Education Project succeeded in raising the awareness level of many school staff and assisting them to incorporate career education objectives and activities into their programs. But it did not result in the adoption of a career education program in any school; that is, no school adopted a set of goals and objectives with accompanying activities to be delivered on a systematic basis throughout the school program. In other words, career education was left up to the individual teacher or counselor. As a result, there was great uneveness in the delivery of career education to students. Some got none, some got the same dose twice, some got awareness, some got decision-making, some got exploration, but there was no organization to what was delivered, when, and to whom. And while there was recognition of the value of community resources, only a few staff members systematically included their use in their program. Nowhere was there evident in any large scale the breakdown of the distinction between "academic" and "vocational" education, and of the walls between classroom and community.

Yet, among many administrators and staff members, and particularly parents and students, career education continued to hold much promise. What seemed to be needed was more concreteness. What was needed was a model of the implementation of career education, with very specific operational elements combining instruction, guidance, and the use of the community, and one which seemed likely to deliver the outcomes proclaimed in the career education manifesto. Experience-based career education seemed to fit those criteria.

In the fall of 1975 the high school principals and the Superintendents cabinet began a serious study of EBCE which culminated in application for a planning grant. Further study took place, including visits to EBCE pilot schools, local needs assessments and climate testing, and checking the attitude of local employers. By the end of the planning grant period, it had been determined to make a full proposal for a Part D grant to install EBCE in all four high schools (and the private high school if they wished to participate). Additionally, the district committed itself to begin a career guidance program for all 10th grade students, regardless of whether the proposal was funded. (c.f. "The Planning Process for EBCE" in the project files.)

Goals and Objectives.

The goal of the project is simply to assist each of the four Lincoln public high schools to install and operate programs for students which incorporate the EBCE philosophy and activities into the on-going structure and operation of the school, and to assist in the construction of refinement of such district-wide structures which are necessary to support the in-building operations with students.

It is important to an understanding of the Lincoln EBCE project that one be aware of the precise meanings and implications of this goal. Therefore several explanatory notes follow. Further explanation is included in the "general" subsection of MAJOR ACTIVITIES, EVENTS, AND OUTCOMES.

(a) The goal of the project is to ASSIST schools to install and operate EBCE; the project is not to operate an EBCE program for the district.
  (1) If the program is to live past the period of federal support, it must become a part of the on-going operation of the district. From the beginning it was understood that project resources would be allocated only to ASSIST schools to install and operate. The actual installation is by the school itself, and resources to actually operate the program with students would be provided from local funds, not project funds.
  (2) The district does not want a "store-front" EBCE program operating outside the schools; therefore EBCE is to be installed as a part of the school in order to have the maximum effect on maximum numbers of both students and staff.

(b) All four Lincoln public high schools are included in the project.
  (1) All schools are to share in its benefits from the beginning.
  (2) Although history does not necessarily repeat itself, it has often been difficult to get one high school to adopt a program which has been successful in another high school.
  (3) Pius X High School participated in the planning for EBCE, but made a decision not to become involved (c.f. letter from Pius X principal in project files).
  (4) Project funds were recognizedly insufficient to support installation of the program in all four high schools at once; a commitment was made to examine the need for additional resources and, if necessary, supplement the project resources with district resources.

(c) EBCE is to be integrated into the on-going structure and operation of the schools, not to exist as an "add-on" program or special course.
  (1) One implication is that staff must do more than simply "make room" for EBCE, they must embrace its principles.
  (2) Furthermore integration implies changes in courses or perhaps in school organization if these principles are truly to be implemented.
  (3) It's obvious that such an integration will require an intentional blurring between what is project and what is district and the completion of the process will require more than the three years of the project.

(4) Finally, the implication for strategy is that the project must operate under the direction of the administrators of the high schools and district, and that considerable energy must be devoted to the change process as a part of installation. It will not be possible simply to bring in an acceptable EBCE model and "lay it on" administrators and staff in schools. And it is likely that such a "change-support" strategy will be more expensive to operate, especially in the beginning, because of the vast amounts of planning and staff development it implies.

Stating the project goal as a process outcome (installation) makes a further assumption. That is, sufficient evidence has already been collected to obviate the need for further data collection about student outcomes. The EBCE model works; it has already been validated through a number of studies conducted by the Educational Labs, NIE, and independent evaluators. The Lincoln EBCE project will collect student data only to give further evidence as to whether the model is actually installed and operating rather than to validate the model for national purposes. Collecting large amounts of data from high school students meets with a good deal of resentment and often outright sabotage. Our students are "tested to death"; further testing is as likely to be a measure of their tolerance level as it is of the desired program outcomes.

Therefore since we do not wish to replicate student outcome studies to validate the model, and since our project is conceived as an installation effort, and since no students were actually in an EBCE program during the first year of the project, the major objectives of the project exists as process outcomes rather than student outcomes. These processes are presented in the form of tasks and have been divided into components, each of which is a group of like tasks. Following is a list of the components with a description of each. A complete list of the component including the tasks will be found in Appendix A. The report of the activities of the project and to a certain extent the evaluation report as well will follow the outcome provided by these lists of tasks by components.

Component 1 Project Management

Project management deals with the structure and overall strategies of the installation process both in the schools and in the community and the administrative details of the grant such as budget, report, staff selection, preparing statements of work and new project plans, etc.

Component 2 10th Grade Sequence of Career/Educational Planning Guidance Activities

This "Sequence" is the first "action" phase of the project. The project assisted the district and each high school to develop and install a career guidance program for all 10th grade students which began second semester 1976-77 or first semester 1977-78 in all schools.

Component 3 Systems for delivering "allied instruction" in each school (Academic Resource Centers)

In this component, plans were made and implemented to provide EBCE students opportunities to earn academic credit and to provide flexi-

bility in daily schedules to allow for two afternoons per week in the community. In later phases the concept will be expanded to mean a way of organizing instructional opportunities of the whole school and community so any student can access those opportunities according to an individually planned program of learning.

Component 4 Career Development (Career Exploration during first project year)

The tasks listed in this component led to development and implementation of group exploration activities for students during the first year of the project. In the second year, additional development will provide individual specialization activities.

Component 5 EBCE Guidance

No set of tasks was written for this component, although program development and implementation similar to Components 3 and 4 took place in the Guidance area during the latter part of the project year. Special emphasis will be placed during the second year of the project upon reduction of sex-role stereotyping and providing career guidance free of sex bias.

Component 6 Placement

During the second year of the project each school will improve services for placing students leaving school in the next step of their career development plan whether it be further education or training or entrance into full or part-time paid or unpaid work. No tasks were written or carried out in this component during the first project year.

Component 7 Management Plans at the Individual High School Level

Developing and implementing the program elements described above were coordinated and managed at the building level through plans developed individually at each school according to the general principles described in the EBCE model and general plans adopted for the district, according to the context of constraints and opportunities in each school. Overall supervision of both the project effort to install EBCE and the district and building level implementation of the program was provided by the District Policy Council consisting of the four high school principals and various involved central office administrators.

Summary of Results and Accomplishments.

Very briefly, the accomplishments of the project during the first year are listed below. The accomplishments are more completely described in the following section, MAJOR ACTIVITIES, EVENTS AND OUTCOMES.

The major achievement of the project during its first year was the progress made on its major goal; i.e. to assist schools to implement an EBCE program. Evidence for this progress was that, in fact, EBCE programs were operating by the end of the project year in three high schools with approximately 90 students enrolled and more than 120 community sites participating in the career development element of the program.

A short summary of project accomplishments by component was provided in the SUMMARY OF REPORT section which heads this document; a detailed report of accomplishments can better be presented as a part of the REPORT OF ACTIVITIES which follows in the next section.

MAJOR ACTIVITIES, EVENTS AND OUTCOMES

General Strategy.

The goal of this project is to assist each of the four Lincoln public high schools to install and operate programs for students which incorporate the EBCE philosophy and strategies into the on-going structure and operation of the school. The EBCE program developed by Research for Better Schools serves as a model, but significant differences exist between the RBS model and the model which is evolving in the Lincoln Public Schools, especially the RBS model as is seen in Olney High School in Philadelphia, and Washington Township High School in New Jersey.

These differences are both conceptual and operational. They are summarized in the following chart:

DIFFERENCES BETWEEN RBS AND LPS MODELS OF EBCE

Integration into School

RBS	LPS
Exists along side of other school programs; although students are enrolled in regular classes, there is no relationship between these classes and their EBCE program.	Will be integrated into school system by adoption of principles and activities into "regular" school program. Is seen as a framework for delivering education rather than a separate "along-side-of" school program.

Exploration

RBS	LPS
Students in groups of 4-8 attend one site, one day a week for 9 weeks. During this time they become involved in "hands-on" work experiences when possible, but many of them soon learn they are no longer interested in that career area, and do not want the in-depth information provided by the experiences.	Students in groups of 6-8 explore a career cluster, at several sites twice a week for 2 hours, for 4 weeks, simply to discover what their interests are. If they want additional information, they attend Investigation experiences in groups of 3-4 at several sites for 4 weeks.

Specialization

RBS	LPS
Students do individualized projects constructed by project staff, without involving teachers in the corresponding area of study in the "regular" high school.	Specialization experiences will be constructed and evaluated with assistance of "regular" school staff, and as soon as possible be seen as a part of the "regular" program rather than a "special" program outside the department.

Allied Instruction (Academic Resource Center)

RBS	LPS
Students take math, reading, and English through individualized, self-need materials in "classes" taught by EBCE staff. There is no relationship with "regular" classes.	Learning needs should be diagnosed (by student and learning coordinator) and a plan developed to meet those needs which uses all available resources of school and community and which considers interests and learning style of student.

However, these differences are not basic to the model, and RBS staff have provided technical assistance as well as many specific operational pieces for the Lincoln program.

Among the reasons why the RBS model was chosen for the Lincoln Public Schools is our belief that it, more than any other EBCE model, gives more attention to integration of the program into the school rather than operating the program as an appendage or an independent activity. The history of federal supported programs in LPS and elsewhere warns us of the difficulty in maintaining an innovation after the federal "seed money" has been expended. The program will be integrated only if those in decision-making roles will incorporate its goals and activities into their day-to-day planning and operation. If this is true, then creating an understanding of the principles of EBCE and a positive attitude toward the principles and activities are the most important missions of the project.

Creating that positive attitude of acceptance and support and involvement began, as it must, from the inception of the idea of doing EBCE in Lincoln. The project strategy has been to present the philosophy and operational aspects of the program to as many persons as possible, to let them test them against their educational philosophy and to examine alternatives for implementing them within the context of their school. We have worked first in the administrative structure of the building to assure that major decisionmakers understood and supported the innovation and to assist them in constructing an overall strategy and specific plans for installing it. These plans usually called for task force groups whose members were drawn from across departments, as well as considerable work within the individual departments. Out of this mix of analysis, description, and planning came a general consensus in each school--"this is how we are going to do this program in our school." It is essential that it be viewed in each school as "our" program, because it will enroll "our" students and be staffed with "our" teachers and take its place in "our" curriculum, and that feeling of ownership can come only when people have a lot of time to think about it, react to it, and plan for it.

In the long range plans of the EBCE project, this ownership is even more important. The model of EBCE which was presented during the first stages of the project emphasized a program which could be established "along-side" of the school, demanding only that the school "make room" for the program. Operational elements were kept simple and capable of being managed in a way that demanded only tolerance from the school rather than active participation. Evidence from the evaluation report indicates that tolerance, and even active support, is present in the schools. One major indication is that principals are taking a more and more responsible and active role in the management of the project--the monthly Policy Council meetings are well-attended and the discussion is lively and thorough. However, the long range plans for EBCE call for "integration" into the school rather than "accommodation". Integration implies that principles and practices of EBCE become a part of the school program in the broad sense--Exploration, for instance, may be a part of the 10th grade guidance program. Specialization may be operated as an everyday element of the program of a department; the Academic Resource Center may not exist as a place, but as a management concept in which students make plans to use many school and community resources which have been organized in a way which makes it possible to meet their individual needs. Such integration implies major changes in philosophy, methods of delivering instruction, and methods of organizing for instruction. Success will depend on many factors, among them continued skillful management of the "problem-solving" approach by the project staff, continued support from the principals and central administrators, resources for staff development and program development beyond what is available through the project, and the development of even greater understanding and support of the concepts among the staff of the high schools.

The remainder of this section of the report follows the outline provided by the listing of major project tasks by component. The complete list of these tasks by component is included in Appendix A.

Component 1 Manage Project

1. Organize Project

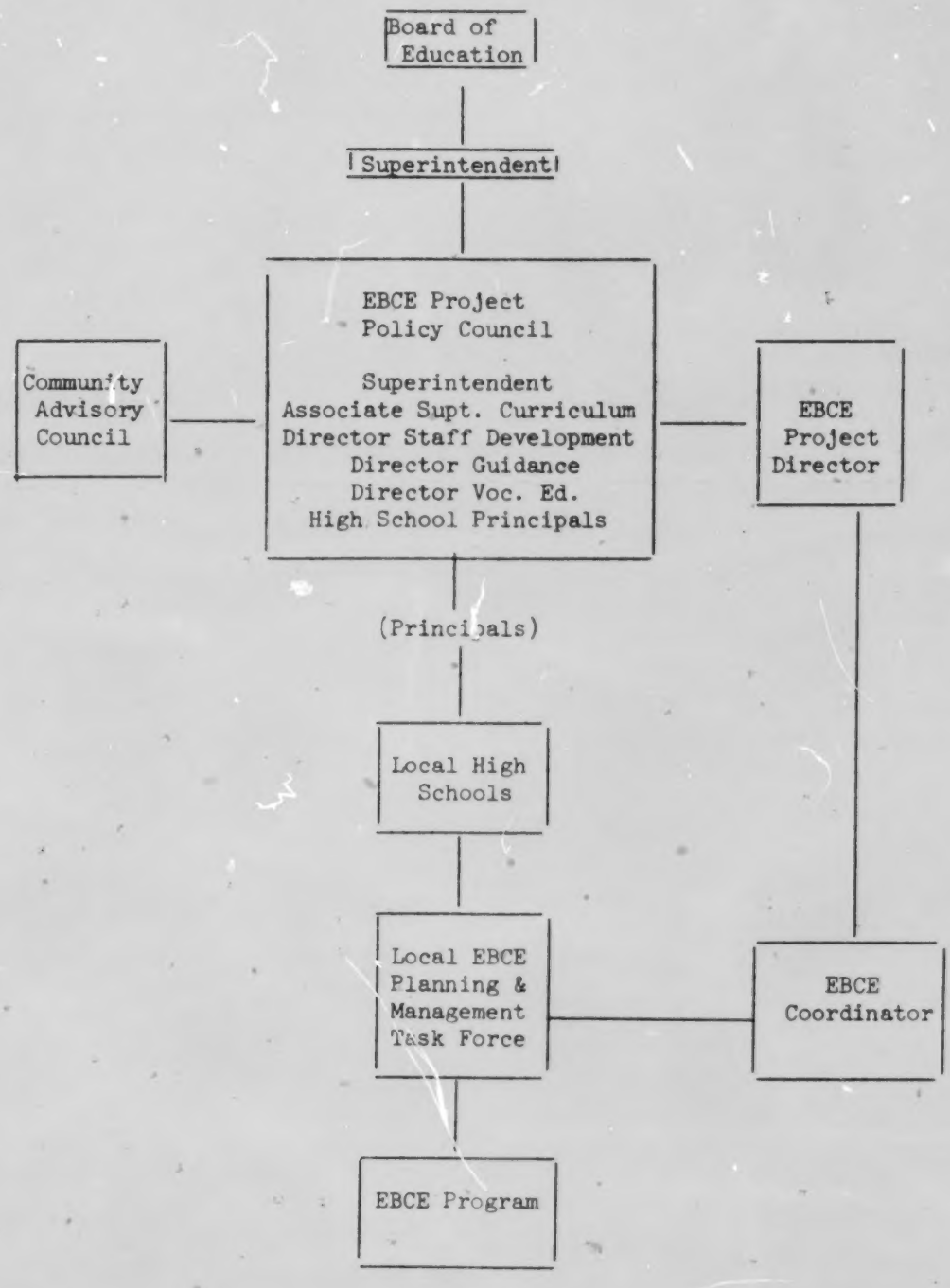
Carl Spencer was appointed Project Director beginning with the first day of the project. He had been director of the previous Part D Career Education project and assisted the Planning and Evaluation Team in preparing the Planning Proposal, conducting the planning efforts, and preparing the Grant Proposal document. His vita and job description is included with the vitas and job descriptions of other staff members as Appendix B.

Although the project is clear about is general strategy (see previous sub-section) feedback during the second quarter indicated considerable confusion on the part of principals and central office staff about the nature of that strategy and how the project fit into the district organization system. Considerable further effort was made to eliminate that confusion and to get clear understanding of the organization structure of the project and its general strategies. This structure is shown on the charts on the following two pages, and has by the end of the first year been generally understood and accepted by administrators in the district and building level.

Staff members were interviewed and selected jointly by the project director, the district Personnel Office, and the administrative staff of the school to which they were to be assigned. Judy Roderick began work at Lincoln High School on October 1. Ann Barry began work at East and Joyce Anderson at Southeast

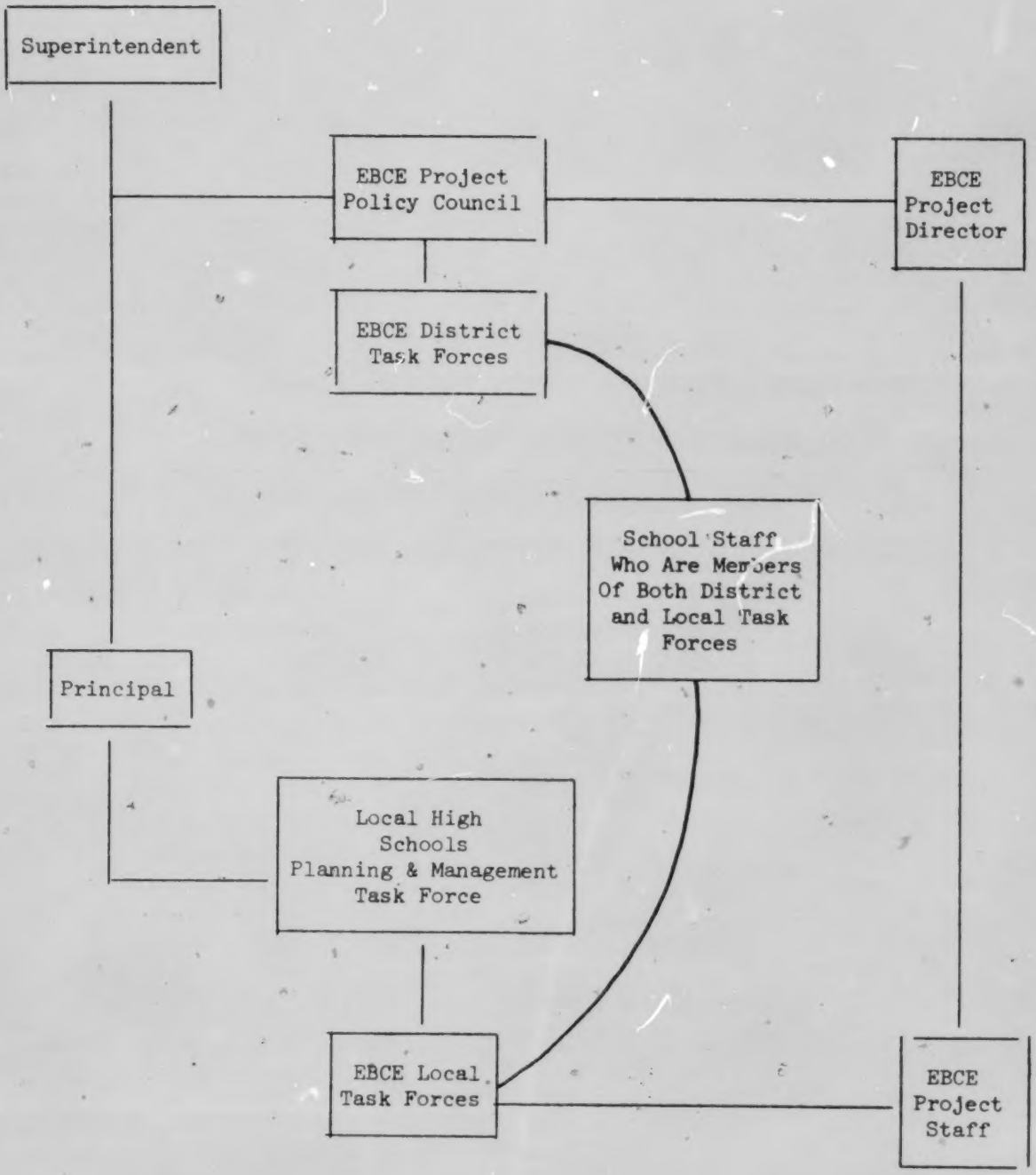
ORGANIZATIONAL STRUCTURE OF EBCE PROJECT

Showing Relationships between Project, Local Buildings and Central Administrations



TASK FORCE STRUCTURE

Showing Relationships between District Task Forces, Local Building Task Forces and Project Staff


Superintendent
EBCE Project Policy Council
EBCE Project Director
EBCE District Task Forces
School Staff Who Are Members Of Both District and Local Task Forces
Principal
Local High Schools Planning & Management Task Force
EBCE Local Task Forces
EBCE Project Staff

in the middle of November. Carol Hiskey began work March 28 at Northeast. Joyce Anderson resigned to move with her husband to Chicago as of June 10. LeeAnne Zaroban took her place immediately. Job descriptions and vitas are included in Appendix B.

The program of work and timeline was revised to fit the conditions imposed by a start-up date later than anticipated in the original project proposal. It was included in the first quarterly report and is included in this report as Appendix A.

The evaluation contract was prepared and signed by the Evaluation Team of ESU #18 and the project. A plan for collecting data from students has been prepared; however no written plan for evaluating the project other than that included in the evaluation contract is available.

Through dialogue with the Education Committee and the Executive Committee of the Chamber of Commerce, six businessmen were appointed as the nucleus of the Advisory Council in December. To this nucleus, members representing labor, social service agencies, government, and students were added. The Council met four times as an entire group during the project year, and various task groups met a number of times in addition to work on certain problems such as critizing tentative project plans for use of community resources and critiquing the project strategy for recruiting community resources. Support for EBCE was immediate and enthusiastic from the Council, although fewer than half have usually been present at any one meeting. However members of the Council made personal calls to prospective community resources and on a number of occasions actually accompanied the school staff person on the call made to recruit especially important resource sites in the community.

2. Manage plan of work

Staff meetings are held weekly and many conferences are held by the director with individual staff members. Every staff member operates according to a systematic plan, both in the developmental activities of the project, and in activities in their respective buildings to install the program. The Policy Council of the project meets in a regular monthly meeting, and as necessary in between. Feedback and direction from the Policy Council enables the project to evaluate its progress and revise plans if necessary. District Task Forces working on various project operational components serve a similar management function. The Project Director meets individually with high school principals, central office staff, and school staff in key positions to further the plan of work and gather information for new or revised plans.

Review of the work of the project occurs monthly at the Policy Council meetings. Quarterly Reports are shared with the Council, the Advisory Council, the Superintendent's Cabinet, and the principal of each school. A general review of the project was presented to the School Board on September 13, 1977. A copy of the report is included on the following page. General response of the Board was positve, and a follow-up report was requested next spring. A complete review of the project was made to visiting Evaluation Team sponsored by the Regional Program Office on April 25, 26 and 27. Prior to that time, the Project Director and the Superintendent had responded to a list of questions submitted by the Regional Program Officer for clarification. A second visitation was made by the Regional Evaluation Team on August 5, 1977, at which time a further report was made by the project. This project is undoubtedly one of the most carefully monitored and reported project of recent times, both at the local and regional level.

Lincoln Public Schools
Instructional Services

REPORT FOR THE BOARD OF EDUCATION September 13, 1977

EXPERIENCE-BASED CAREER EDUCATION

WHAT IS EXPERIENCE-BASED CAREER EDUCATION?

In Lincoln, EBCE is a half-day elective program for high school students which uses direct experiences at community work-sites as a way not only to help young people make better career decisions, but also to help them understand the relationships between formal education and the successful pursuit of one's desired career.

WHAT STUDENTS ARE ENROLLED IN EBCE?

Beginning this fall, between 30 and 40 students are enrolled at each of three schools (Lincoln High, Southeast, and East). The number will double for the second quarter at Lincoln High, and approximately 40 will enroll second semester at Northeast. Students are mostly upperclassmen at Southeast and East, but almost all 10th graders at Lincoln High, as they will be also at Northeast. In regard to such characteristics as grade average, achievement scores, attendance, and intention to attend college, a cross section of students is enrolled.

WHAT DO STUDENTS DO IN EBCE?

Two half-days per week are spent in exploration at community work sites. At work sites students may tour, view displays and exhibits, examine recruitment and public relations materials, study training materials, interview workers, participate in problem-solving or simulated work samples, and do other work-related experiences especially designed to present the kind of work done at the site. Special attention is given to student safety and confidentiality of site records. Students do not do actual work and they are not paid. They are not expected to learn work skills, but simply to get a better idea of whether the career area is one they wish to investigate further.

At least two hours per week are spent in group and individual guidance activities in the school building. Students are introduced to the community and its work sites and when they return they are assisted in interpreting what they have learned and applying it to making additional choices for career exploration and for choosing courses and making further plans.

The third important element is individualized instruction. As students develop greater sense of purpose and appreciation for the value of formal education, they often see need for special learning. This new sense of need offers the school another opportunity to help students develop essential basic skills in writing, reading, and arithmetic as well as additional individualized courses in English and social studies. In some schools these efforts to provide responsive individual learning experiences are called Academic Resource Centers (ARC).

WHAT CREDITS WILL STUDENTS EARN?

Each student will earn 2½ credits in Career Development per quarter. At Southeast they will also earn 2½ credits in social studies, and at East they may earn 2½ credits in either social studies or English. At Lincoln High they may earn 5 credits in English or social studies, because Lincoln High has a three-period program in contrast to the two-period program operated in East and Southeast.

HOW IS THE PROGRAM SUPPORTED?

The EBCE program, which has been under development for the past 5 years by the National Institute of Education, is being installed under a 100% federal grant of $110,000 ($125,000 next year). These funds have been used primarily to employ the project director and for each high school, a coordinator. Project staff members have assisted each school to plan the program, have developed the necessary community sites, and are coordinating the operation of the program as it begins. Additional federal funds (Title IV-B) have been used to purchase learning materials and staff development time, and the district has given additional support for staff to recruit, analyze, and develop community sites. Total funds spent during the first year (Oct. 1, 1976-Sept. 30, 1977) will reach at least $130,000.

WHAT PROVISIONS ARE BEING MADE TO INSURE THE PROGRAM IS INTEGRATED INTO THE LINCOLN PUBLIC SCHOOLS WHEN THE FEDERAL FUNDS COME TO AN END IN SEPTEMBER, 1979?

(1) Federal funds are being used to support only installation costs. Local funds have been used from the beginning to support the operational costs of EBCE. For instance, staff who are directly responsible for students are regular employees of the

district and are charged to staffing points of each building. They are assigned on an approximate ratio of 1 per 25 EBCE students for two or three periods according to the school.

(2) The project was planned and is being directed by a Policy Council composed of the four high school principals, John Prasch, Ron Brandt, Eldon Heskett, Buford Jones, and Ed Schwartzkopf.

(3) While the major concepts of the program have been developed by task forces operating at the district level and the recruitment, analysis and development of community sites is taking place on a district level, specific operational plans for each building were made by staff members at that school.

(4) First year project funds were used to help each school develop and install a required sequence of career/educational planning activities, which is a major step in the development of an overall plan for career development for all high school students. EBCE should be seen as one mechanism for some students in that overall plan.

HOW DOES EBCE RELATE TO OTHER PROGRAMS IN THE DISTRICT WHICH OFFER WORK-RELATED EXPERIENCES USING COMMUNITY RESOURCES?

EBCE fits into an overall plan for career development of students at the exploration and investigation stage. Other stages are WORK EXPERIENCE -- available through Work-Study and other programs -- which is a general introduction to the world of work, and PREPARATION--such as vocational training classes and Cooperative Vocational Education programs--which teach students skills actually used at entry level into specific occupations.

Concern that community resources be used efficiently and well led the Superintendent to appoint a community resources committee chaired by Joe Rowson. Further recruitment and development of community resources is to be coordinated by Ed Schwartzkopf under policies established by the committee. All LPS staff members who work in the community are asked to help employers understand the many programs available through which they might assist in the education of Lincoln's Youth (see brochure on "Out of School Learning").

WHAT IS THE STATUS OF EBCE'S RELATIONSHIP WITH COMMUNITY RESOURCES?

EBCE has a Community Advisory Council, the nucleus of which was appointed by the Chamber of Commerce, and the project has worked closely with the Chamber's Education Committee from the beginning.

Under the leadership of Ed Schwartzkopf, approximately 140 sites have been contacted to serve in the EBCE program this year. Only 5 have refused, and more than 100 have been analyzed to determine potential learning activities. Learning activity packets have been written for 75 sites in cooperation with the site coordinator and will be used with students during September and October. With growing numbers of students and areas for exploration, it is estimated that 250 sites will be needed by fall of 1978. Community response has been extremely favorable and the EBCE staff will work hard to keep these promising relationships flourishing.

Carl Spencer, Project Director
Ron Brandt, Associate Superintendent for Instruction

Accounting for project funds is supervised by W.T. Workman, Assistant to the Superintendent, according to standard accounting procedures used for all district fiscal accounting. Mr. Workman submits financial reports regularly to the Regional Office as required. The budget is managed by the Project Director, who, because there are few funds available except for staff salaries, has little to do. Nonetheless a small misunderstanding grew up about the use of project funds to pay expenses of non-project staff attending staff development workshops out of town. These misunderstandings were cleared up when it was understood that the non-project staff (a) were actually working in the EBCE program in their local schools and (b) were making presentations and developing skills which were a part of the local EBCE program. The most important financial note regarding EBCE is that the district committed over $60,000 of Title IV-B funds to the project to assist in staff development and the installation of Academic Resource Centers since the project budget was so limited.

Written appraisals were made of each staff member by the director, and of the director by each staff member during the second and fourth quarters. Plans for staff development and goals for each person's work in the project were constructed by the staff and the director based on these appraisals. Staff members are also appraised by building administrators as a part of their assignment to individual buildings in the district.

In order to communicate the major concepts and plans of the project, the RBS tape-slide presentation was used extensively in January and February. However, by March a presentation had been constructed by project staff and LPS media specialists. This presentation has been the basis for every major presentation of the project in the schools, to parents, to students, and to community groups since that time. Along with the brochure was printed in June, the presentation explains the principles of EBCE, what EBCE hopes to accomplish, and what the program looks like. A copy of the brochure is attached on page 19. Additional presentations of additional community groups is intended through the life of the project. A number of newspaper articles have been written about the project and a 15-minute interview with the Director was broadcast by a leading radio station as a public service. Additional information about dissemination will be reported in the Dissemination Section of this report.

Component 2 Tenth Grade Sequence of Career/Educational Planning Activities

The 10th Grade Career/Educational Planning Sequence, whose guidelines were developed by a representative district-wide task force, was delivered in two high schools during the second semester, 1976-77, and is being delivered in each high school beginning in the fall of 1977. The leadership, planning, management, and in some cases the actual production of this program was handled by EBCE project staff.

In the planning stages of the EBCE project, a decision was made that a required 10th grade career guidance program would be instituted in each high school regardless of whether or not the project was funded. Not only did such a program meet well-documented needs of all students, but it was considered an assistance to the EBCE program in that it prepared students for better use of their EBCE experiences and gave an opportunity for the school to recruit appropriate students for the program. Thus the 10th Grade

Experience-Based Career Education

EBCE IS FOR ALL STUDENTS

Students ready to test their classroom learning in the working world are welcome in EBCE. Their questions about career choices or opportunities may be answered by the community involvement that EBCE provides.

EBCE is for all students

THE COMMUNITY SITE PROVIDES:

- someone to show students what the job is about
- someone to coordinate activities with the schools
- an atmosphere for learning, and a chance for students to "feel" what work is

EBCE PROVIDES EXPLORATION AND INSTRUCTION

EBCE students explore a "Career Cluster," a grouping of jobs in over 20 fields including Communications and Media, Agribusiness, Social Services or Construction and Manufacturing.

Students visit job sites in small groups, to observe daily activity "on the job." They see the problems and decisions that are part of any organization, and learn about the job through direct contact with workers.

EBCE IS GOOD FOR THE COMMUNITY

Students in EBCE develop positive attitudes toward work. Their involvement at a community site helps them choose a career that is right for them, a career that will help them contribute to their community.

EBCE BRINGS SCHOOL AND COMMUNITY TOGETHER

The community site gives EBCE students the chance to see what they may only have heard about in school: a variety of jobs that require skills and talents of all kinds.

Information from job exploration is used by students and counselors to design learning programs that will help the student develop a preferred career interest.

At this time, further involvement at the job sites, combined with the individual learning programs, will give students an in-depth look at possible career choices.

School-community cooperation

EBCE

Lincoln
Public
Schools

EBCE is for the community

EBCE is for the student

For more information about EBCE contact:

Carl Spencer, EBCE Project Director
473-0304

EBCE is for everyone

720 South 22 Street
Lincoln, Nebraska 68510

Mailing Address:
Box 82889
Lincoln, Nebraska 68501

EBCE

Sequence became identified as an integral part of the EBCE program, even though strictly speaking it is superfluous to the EBCE model. Nonetheless many persons within the district assumed that the total responsibility for the program rested with the EBCE project staff. The result was a tug of war in which the EBCE staff tried to encourage the Student Services Departments at the district and bulding levels to shoulder responsibility for the program, while in turn Student Services staff members expected project staff to carry the burden. The situation was finally clarified in that project staff were finally recognized as resources for the program rather than managers and operators of it. In the meantime, however, there was some loss of credibility due first to the struggle over responsibility, and secondly to the fact that any criticisms of the 10th grade sequence were seen as criticisms of the EBCE program since there was a close identification between the two in the minds of most people. By the end of the year, local schools were taking responsibility for the program, and project staff were involved in teaching only for one period in one school. In the second year proposal for the project, no objectives were included for the 10th Grade Sequence and no resources were allocated to that endeavor.

Each high school developed an unique approach to the delivery of the Career/Educational Planning Sequence:

Lincoln High - A quarter course meeting five times weekly was developed in a summer workshop based on previous courses used in the Special Vocational Needs Program. The course is delivered by guidance staff and all sophomores are required to register the fall of 1977. The course outline is included as Appendix C.

Lincoln Southeast - A six session career workshop was developed by the staff of Southeast guidance department and delivered to all sophomores in the spring of 1977 by counselors working through 10th grade required English classes. Considerable evaluation of this workshop was carried out (see full report in the Third Quarter Project Progress Report). Following considerable reappraisal, the guidance staff took on greater responsibility for organizing the workshop, and made plans to deliver from eight to ten sessions during the full school year in 1977-78, incorporating the most well-accepted sessions from the first year program and adding several other activities which have been delivered in this manner at Southeast in previous years.

Lincoln East - The 10th Grade Career/Educational Planning Sequence is viewed at East as an integral part of the curriculum and the Teacher-Advisor program. Therefore, career education units are being included in the 10th Grade English Curriculum and a Student Workbook and Monitoring System was constructed by a workshop attended by various administrators, counselors, and teachers during the summer. The Workbook provides a guide for student activities and a means to make them aware of all of the career education experiences available at East. The Monitoring System will be piloted during the fall and winter of 1977-78. A copy of the Workbook is included in this report as Appendix D.

Lincoln Northeast - Hampered by the lack of an EBCE Coordinator, Northeast began planning late in the spring. However they were fortunate in having a course outline which had previously been developed and used by a member of the teaching staff. This outline was expanded and revised and the resultant course became a required quarter course for all 10th grade

students, meeting two hours per week, rather than every day. Counselors at Northeast assisted only slightly in planning the course and they will not teach the course, at least during the first semester of 1977-78. Rather it is being taught by regular teaching staff who have guidance qualifications. A copy of this course is included as Appendix E.

A complete report of the development of the 10th Grade Sequence Career/Educational Planning was included in the Second Quarter Performance Report of the Project, and a report of the results of the evaluation at Southeast High School was included in the Third Quarter Report. Readers with further interest are referred to these reports.

In summary, however, the following statements are appropriate:

1. With project leadership, and support from building and district administrators, a required sequence of career/educational planning activities was developed for each high school and is now being taught to all sophomores.
2. This Sequence was mistakenly identified by many, including administrators, as an integral part of the EBCE model and as a result there was confusion about role responsibilities, and criticisms and weaknesses of the 10th Grade Sequence were projected on to the EBCE program.
3. The 10th Grade Sequence is now accepted as a responsibility of the Student Services Department at the building and district level at least by the administrators; however there is considerable resistance to accepting this responsibility by counselors whose primary argument is that they do not have time both to teach these group sessions and carry out their other responsibilities, which have not been reduced as a condition for adding the new program.

4. At the end of the first project year, the outcome of this change process remains in doubt. The program has been accepted at Southeast by the counselors, who have historically carried out similar activities. But the Southeast program is restricted to eight or ten sessions over the course of the entire school year. The program was accepted at LHS and installed through the authority of the principal and assistant principal for student services. But even though the counselors approved the program in principle, they have strong feelings that these teaching responsibilities should not have been added on to their roles without a corresponding reduction in other responsibilities which has not occurred. At Northeast the program was instituted largely without the involvement of the counselors, and now an effort is being made to get them agree to participate in delivering it. Since it meets only twice per week, the task will be simpler than at LHS at which the course meets daily. At East responsibility for the program is quite diffused, and it will be difficult to determine how much of the sequence is actually being delivered. In theory the program is superior since it is integrated into time and content commitments already made by English teachers and Teacher-Advisors. But since the delivery is so decentralized, accountability may suffer.

5. The 10th Grade Sequence is important to EBCE, for several reasons. First, it provides high school students a base of career development which they may build upon in EBCE. Secondly, it provides a mechanism through which to orient students to the EBCE program and to recruit those for whom EBCE is appropriate. Thirdly, it is an on-going program in the buildings which may provide a base in the future for integrating some of the activities which are now carried on in the EBCE program, with the advantages being that these activities would be available to more students, and

because the program is already integrated into the system, it would have greater credibility and life-expectancy than the EBCE program.

6. So, even though the 10th Grade Sequence is not a part of the second year Project Objectives, and no resources were specifically allocated to it, the project intends to maintain a caring attitude towards it, and help insure that it delivers on the promises which may be expected from it.

Component 3 System for Managing and Delivering Instruction (ARC)

The first element of the EBCE model addressed by the project in district-wide and building-level work sessions was the System for Managing and Delivering Instruction. Because of significant differences in philosophy and structure of the various high schools, and because the project sincerely wanted local schools to develop operating elements which were consistent with their philosophy and structure, the project did not propose a detailed operational model for this system. Rather it presented the overall principles of the EBCE program as criteria, and then assisted district and building task forces in the job of converting these principles into programs consistent with EBCE principles.

These efforts are quite well documented in the Second Quarter Performance Report of the Project, and that documentation will not be repeated here. However, some of the highlights are summarized and some additional reporting follows:

In the EBCE model the ARC has four functions: (1) diagnosing individual learning needs (including self-diagnosis), (2) identifying appropriate learning activities (both in school and in the community), (3) assisting the student to manage the process of accessing those learning activities, and (4) in the RBS model, actually delivering much of that instruction. However, if the project genuinely intends to "integrate" the program into the structure of the school, the instruction should be a part of the school program, not the EBCE program. Early in the discussions with the Policy Council and the task force it became evident that this concept would be difficult to sell. For one thing the concept of a learner-based rather than a course-based instructional system suggests far-reaching changes in the organization of the school as well as a different philosophy of education. Secondly, there is no concrete model for such a program--none of the RBS sites have successfully integrated the program to that extent. Finally, it appeared that insufficient resources were available to develop such a model. It did not seem wise to invest the project's credibility and resources in a campaign to sell such a difficult and threatening concept at this time, but rather to take a more gradual approach, and to continue to apply leadership pressure in that direction which might be more likely to succeed as the project grows in credibility, as students begin to become more aware of their learning needs, and as more and more staff members become convinced of the need for more individualized response to those needs.

Therefore the project supported a concept of the ARC considerably less complex and less fraught with dangers of rejection, while at the same time holding up the challenge of reaching out toward a more ideal model as we develop better understandings and skills. The ARC adopted by the Lincoln high schools during the first year of the project, consequently, is seen by

many as an expediency to provide flexibility in student schedules to allow for community visitations two afternoons per week rather than as a programmatic element with important functions in a system to deliver education. Similary to a certain extent the content being delivered in the ARC's is more a function of the skills and philosophy of the teaching staff assigned to it than a function of the diagnosis of individual student's specific learning needs and styles. The best example of ARC operation which is consistent with the ideal EBCE model is the provision for diagnosis and instruction in the areas of writing skills and reading skills through the already-existing learning labs which non-EBCE students also attend. But instruction is also being offered in sophomore required English, psychology, and geography on a large group basis, and this development was supported by the project because it was apparent that no further progress could be made on the concept at this time. As stated previously, the project will continue to exercise leadership, and the experiences of students and staff will contribute additional stimulus for further development of the concept and mechanisms for making instruction responsive to student needs.

Following is a brief description of the system for managing and delivering instruction in each of the schools as they began the EBCE program this fall:

Lincoln High - All students are enrolled in English 10, which is individualized by using learning packets; students may also be attending the reading lab or the writing lab as needed rather than working on the packets. All students are also enrolled in geography, which is taught using the High School Geography Project curriculum--a course which makes considerable use of community resources and thus supports the EBCE concepts of experential learning and use of community resources. Students enroll in EBCE for three class periods, and receive credit in English, social studies, and career development.

Lincoln Southeast - All students are enrolled in a class which focuses on value-clarification, inter-personal skills, survival skills and life skills. Students register for two courses and receive social studies credit and career development credit.

Lincoln East - More than in any other school, the East operation approaches the ideal model. Students were extensively diagnosed, and jointly planned with the learning coordinator what study they should undertake. Some entered the reading lab, some the writing lab, and many undertook Cooperatively Planned Units, primarily in the English and social studies areas. CPU's are East's form of individual learning projects which they have been developing for several years. Students enroll for two courses and receive credit in whatever areas they work in, in addition to career development credit.

Training in the RBS model of the ARC was delivered by RBS consultant, Penny Traver, during the first week in June. The two-day session was attended by project staff and local school staff who were to work with the EBCE program beginning this fall. The RBS plan calls for use of individualized materials in language and arithmetic which have been developed by the Lab over the past 10 years. The consultant had no plan to help us work through the particular problems we faced due to the fact that our math departments refused to approve our offering math instruction through the ARC, and the fact that we already had in place facilities in writing and reading which we wished to use.

Component 4 Career Development (Exploration)

The work of the project in this component has been documented in the Second and Third Quarter Performance Reports and that documentation will not be repeated in this report. However some summary remarks and reporting on events which have occured since the Third Quarter Report follow.

As with other program elements, the project began its developmental effort by attempting to define career development and to describe the application of this definition in program operations. During the second quarter these concepts began to take shape. Among the major ones are the following:

1. Career Development in the EBCE project consists of Exploration, Investigation, and Specialization.(Awareness, Preparation, Career Advancement, etc., are not part of the EBCE program.)

2. The goal of Exploration is to provide real-life experiences to give students enough cognitive and affective inputs so they may decide whether they are interested enough in a specific career area to pursue further study of it.

3. The goal of Investigation is to provide real-life experiences to a student in an area she/he has chosen so that the student develops extensive knowledge and attitudinal concepts about the area, e.g. requirements, preparation options, skills required, rewards and disadvantages, impact on life style, job future, job ladders, etc.

4. The goal of Specialization is to provide an individual with a minimum set of skills and opportunity to apply those skills in a real-life situation as a final step in deciding whether to engage in an all-out preparation program.

5. Learning actual job skills is not a goal of any of EBCE's activities; in EBCE students are trying to discover what career they want to pursue, not to gain skills necessary to perform in that career. Such goals are a part of vocational and professional preparation courses available through the schools.

6. The world of work is arbitrarily divided into "Clusters" for purposes of organizing Exploration experiences. These Clusters are related, whenever possible, to traditional subject matter areas of schools to facilitate understanding and adoption of active roles by regular staff in an Exploration program.

7. EBCE students explore Clusters, not businesses or jobs. Exploration of a Cluster involves several community sites over a four-week period by a group of 6-8 students. Learning activities at the site are jointly planned by EBCE staff and community site resource person, and are delivered by the site resource person. Learning activities at the several Cluster sites are coordinated to help students get a broad view of the nature of the Cluster and the career possibilities within it.

8. After exploring several Clusters, EBCE students may choose to Investigate certain occupations. Investigations focus on learning specific knowledge

and developing attitudes about certain occupations, using both active on-site experiences and other career information resources, such as that found in the media center. Investigations may involve shadowing and interviewing; they are organized for groups of 3-5 students.

9. When a student has tentatively chosen a career area for which to prepare, the student may wish to Specialize. A Specialization is an individual independent study project with learning activities designed to allow a student to apply what he/she already knows in a work environment over an extended period of time in order to test the validity of the tentative career choice in a real life situation. Specializations may include opportunities to learn or apply "academic" learnings as well as career development learnings, but there is no intent to include the learning of actual job skills necessary to perform in that career in addition to those already possessed by the student.

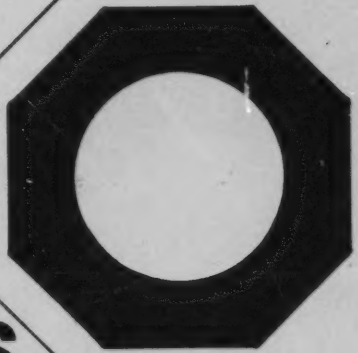
10. The project will not distinguish between Exploration and Investigation activities during the first semester, but will analyze learning opportunities and student responses to see whether the distinction is necessary and viable for the program. Likewise, the project will not attempt to organize Specializations until the second semester in order to focus its energy on developing and refining high-quality Exploration experiences.

These program concepts and policies were developed during the second and third quarters of the project's first year, primarily by the project staff. Meetings of the staff with a district-wide task force composed mostly of vocational education teachers were more valuable in discovery of their concerns than in assisting the project to develop its concepts and plans. As reported in detail in the Third Quarter Performance Report, vocational teachers had a number of concerns: (1) they wanted to be sure the effort was of high quality, partly out of concern for the project and partly to ensure community sites were not lost through amateurish bungling; (2) they questioned the recruiting leadership and skills of the project staff; (3) they feared that competition for sites might cause a hardship on their programs and (4) they were concerned that students might choose EBCE rather than making more legitimate choices to enroll in voc-ed classes.

These concerns were dealt with in a number of ways. Superintendent Prasch held a "hearing" involving all persons involved in programs using community resources at the end of which he concluded that no major problems of conflict or competition existed at the present time and urged all participants to support all LPS programs. As a follow-up a standing committee on Use of Community Resources was appointed under the leadership of Joe Rowson, Director of Public Relations, and Ed Schwartzkopf was appointed Coordinator of Use of Community Resources. All new recruitment of resources is to be coordinated by Mr. Schwartzkopf and, if necessary, he is to supervise the "rationing" of their use. Further, he is to construct a complete file of all resources and their use. The effort to recruit community resources was then placed under Mr. Schwartzkopf's direction. The Committee adopted a policy stating that all recruiting efforts should present all of LPS out-of-school learning programs and a brochure explaining these programs was developed for this purpose. (A copy of this brochure is included as page 26.) A training session was held to train recruiters from Mr. Schwartzkopf's staff in the EBCE program and EBCE staff and other members of analysis and development teams in techniques of recruiting and proper use of community resources. The session was led by

LINCOLN
PUBLIC SCHOOLS

OUT-OF-SCHOOL LEARNING PROGRAMS



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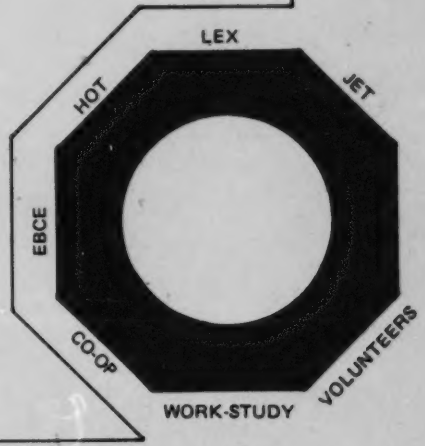
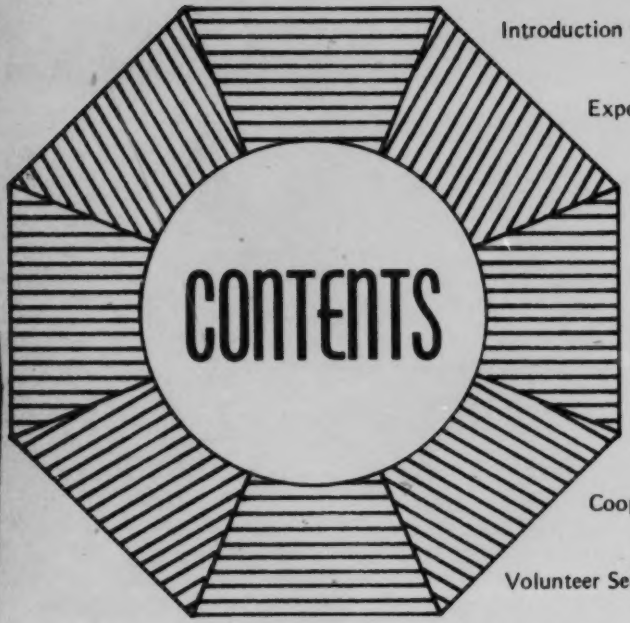

LEX
JET
VOLUNTEERS
WORK-STUDY
CO-OP
EBCE
HOT



Introduction to Out-of-School Learning Programs 1

Experience-Based Career Education 2

Work - Study Program 3

Job Experience Training 4

Learning Exchange Program 5

Hands On Training Program 6

Cooperative Vocational Education 7

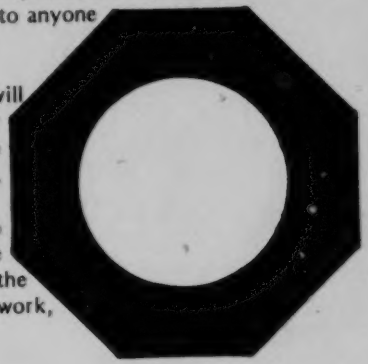
Volunteer Service 8

It's a good thing when people outside the school system are eager to find out what's happening in education. It's a good thing, because people like yourself pay the taxes that keep our schools open. At Lincoln Public Schools, we want you to know what we're about, how we prepare your sons, daughters, grandchildren and the kid next door for the world outside the school walls.

But first, how about making a little deal, a sort of trade-off. First, we'll tell you about us, then you tell our students about your business or organization, maybe show them around a bit, or let them work for you on a part-time basis. Why? Because no matter what the schools do, they can't always give students the important first-hand knowledge about what waits for them after graduation. Only people in the community, people like yourself, can do that. You are important to our system of education.

Now, to fulfill our part of the bargain.

The Lincoln Public Schools offer several different programs designed to give students the out-of-school learning experiences they will need to become productive members of the community. To better serve all the students, Lincoln Public Schools has designed programs with all students in mind, to provide a broad, career-based education to anyone wanting it.



Some programs are targeted at the economically disadvantaged, to give them job skills that will allow them to earn a decent living. Others give special training to the mentally or physically handicapped. Whatever the case, whoever the student, the expansion of learning outside the classroom is where the community comes in. This is where your part of the bargain must be met.

We can't ship a busload of students just anywhere to observe people at work. It isn't practical to tell students to get a job in a certain area, then not help them find the job they need to get the experience they want. The only way to place our students where they need to be is to have the cooperation of the community. We need to find out-of-school classrooms, places for students to work, or just watch. In any case, to learn.

Experience-Based Career Education (EBCE) tries to balance academic and vocational development with the needs of each participating student. EBCE encourages students to "shop around" for a career of their liking, and to observe several work or service situations. EBCE doesn't push students into deciding where they want to be, it just helps them see the path they may want to follow.

All students are eligible for EBCE. The program is flexible enough to accommodate many age groups and different social/economic needs. No matter what activity the student follows, it is part of a larger program: the preparation of a young person for a productive life. That is why EBCE is more than a make-work program.

Among other things, the community observation/work site provides the EBCE student the chance to see people at work, notice the attitudes and skills that make a successful worker. The student will participate in the day-to-day life of a functional business or organization, and sample all parts of that institution. Were the student to stay at a single job, this would not be possible.

With the broad range of opportunities present in the community, it may be a good question to ask: Just how do students choose where they want to spend their time? Of course, classroom experiences will have provided some insight into different job or service choices. What the student will do, then, is select a "career cluster," a generalized grouping of jobs. Experiences gained in the cluster may lead to "specialization" in a certain area for many students.

Of all our programs, EBCE is the newest. For this reason, it needs your attention and cooperation. Because students are not salaried, it will cost you nothing but your time. This in itself is a substantial contribution, one that is appreciated.

For more information about EBCE, contact:

Carl Spencer, EBCE Project Director
473-0276

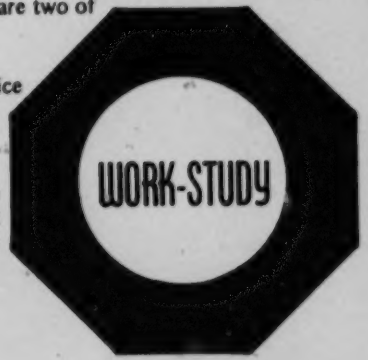
Since 1945, the Lincoln Public Schools' Work-Study Program has helped students combine a paying job with a high school education. Through the years, work-study has changed with the students. Originally available only to low-income students, it is now available to all students who, for whatever reason, have had trouble maintaining full class schedules. Work-study gives them the chance to stay in school.

Although not directly related to a student's in-class study, the work-study job serves two purposes: the student can "learn and earn." Learning comes in the form of job experience, earning from a combination of job pay and high school credit. Elective credits toward graduation can be earned through work-study, with a particular number of credits given for a certain amount of time spent on the job.

School counselors decide which students would best be served by participation in work-study. Those selected are encouraged to find a place to work on their own. The work-study advisor is ready to help with a job contact, but the lesson of "hunting up a job" is good for many students.

From the first interview to the last day on the job, the work-study student is treated as a regular employee. No special privileges, no special considerations. The feeling of productivity and self-worth really count, and are two of the benefits of work-study employment.

On the job, the student is expected to be on time and meet the employer's job expectations. Twice each semester, the employer gives a report of the student's work to the work-study supervisor. A satisfactory evaluation is necessary if school credit is to be given.



When considering work-study, remember: the employer is the boss, pays the salary, sets the rules and evaluates the student worker. Work-study students are willing to work to stay in school. That says a lot about them, and it says a lot about the employer who participates in the work-study program.

For more information about the Work-Study Program of the Lincoln Public Schools, contact:
Dr. Darrell Grell, Work-Study Counselor
473-0330

Job Experience Training (JET) is a program especially for economically disadvantaged students between the ages of 14 and 21 in the Lincoln Public Schools. Jobs in non-profit agencies give these students the chance to learn a salable skill while earning a high school diploma.

Students can work up to 10 hours per week during the school year, and up to 40 hours per week in the summer. Salaries are paid by the federal government under provisions of the Comprehensive Employment Training Act (CETA). Students are supervised by a JET counselor, and evaluated each month by the employer. High school credit may be given to a JET student with satisfactory evaluations.

JET gives students of all abilities an opportunity to use what skills they have, develop new ones, and, most importantly, stay in school.

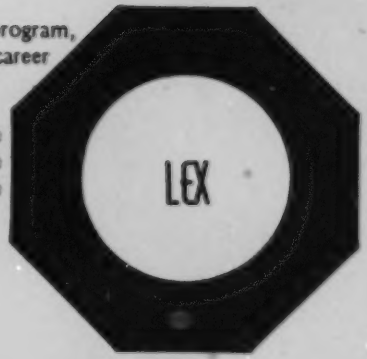
While students must be classified as "economically disadvantaged" to participate in JET, the lack of money doesn't determine ability. JET students are placed in jobs according to their interests as determined in an interview with the JET supervisor. Students are placed where they will be most comfortable, and able to do their best on any job they are asked to do.

For more information about JET, contact:

Ed Schwartzkopf, Student Employment Supervisor
473-0334

Learning Exchange (LEX) operates in cooperation with the Nebraska National Guard. The program, which is open to all interested students depending on job availability, creates an opportunity for career investigation and skill development.

Working on a one-to-one basis with a Guard member, students can obtain practical experience applying skills they have learned in school. Although LEX positions provide no pay, the chance to receive first-hand knowledge of different jobs is a good reward for the time spent by the student. School credit may be given for LEX work, depending on the type of work performed.



For more information about LEX, contact:

Ed Schwartzkopf, Student Employment Supervisor
473-0334

Hands On Training (HOT) is a summer program that combines features of JET and LEX, and adds a few of its own. Students eligible for JET are also eligible for HOT, and as in LEX, job experience is provided by the Nebraska National Guard. HOT participants are selected by the HOT counselor, the student's school counselor and a school administrator.

HOT combines classroom training with work experience. HOT students spend three hours each morning in classes designed to help them explore career choices or develop communication skills necessary to any job. Afternoons are spent on a LEX-type job. HOT students, however, are paid for their work with money from CETA program funds.

For more information about HOT, contact:

Ed Schwartzkopf, Student Employment Supervisor
473-0334

The Cooperative Vocational Education (Co-op) programs of the Lincoln Public Schools are designed to benefit the student, the community employer and the school system. A coordinated plan of class instruction, combined with actual work experience under close supervision, gives students necessary career training.

Co-op students have career objectives that range from health services to auto mechanics to office work, and have spent up to three years in the classroom developing skills related to those objectives. They have a good idea of what they want from a job, and are valuable additions to any work force because they want to improve their job skills. They have worked hard in the classroom to qualify for Co-op, and will work hard on the job to stay in it.

Students with all levels of capability participate in Co-op. They are placed according to ability and job interest. The Co-op student is referred to a possible site by the Co-op coordinator, although individual interviews by the employer determine what student is selected for a particular job.

Once employed, the student is paid as a regular employee, and is expected to meet the requirements of the job. Each student is supervised by the employer and the Co-op instructor, who makes periodic visits to the job site. An evaluation by these people determines whether or not Co-op students receive school credit for their work.

Because a high number of Co-op students continue to work for their Co-op employers after graduation from high school, they represent a trainable, skilled work force. An employer can help develop future employees, and reduce problems that occur whenever a job vacancy must be filled.

Good for students, good for schools, and good for employers, Co-op programs may be the chance you have been waiting for to help improve the quality of high school graduates that apply for jobs in your organization.

For more information about Co-op, contact:

Buford Jones, Chairperson for Vocational Education
473-0286

Volunteer programs are currently available to students at two schools, Lincoln East and Lincoln High. Participating students in grades 10 through 12 are organized into service units that represent the variety of volunteer service opportunities that exist in the community.

Students do not have to meet any specific skill requirements to become volunteers. What they must want to do is help people. Positions in hospitals, nursing homes, day care centers and other non-profit organizations give students the chance to learn about people in all age groups, all with different needs.

As well as helping others, volunteers help themselves develop better self-identities. They know that they have responsibilities toward others, and that they must be willing and dependable workers.

Volunteers, of course, receive no pay. They may or may not receive school credit for their work, depending on the type of work performed and the volunteer arrangement at their particular school. For those students receiving credit, a three-part evaluation is prepared by the job supervisor, the school counselor and the volunteer.

Volunteers can fill a variety of jobs in any non-profit organization. The enthusiasm they bring to a job is valuable, and they represent a true community resource.

For more information about Volunteers, contact:

Alden Johnson, (EPIC) Educational Participation in the Community
Lincoln High
477-8741

Bonnie Bothe, (VIA) Volunteers in Action
East High
489-7121

Mr. Schwartzkopf, Mr. Jones, who is Director of Vocational Education, and the Project Director. Several vocational education teachers became members of analysis and development teams to add their expertise to the project effort. Preliminary plans were made to establish communication networks to ensure that information about student interests is passed properly among EBCE staff, vocational teachers and counselors so that students may be properly enrolled in the exploration programs of EBCE or the training programs provided by the vocational department. EBCE will not train students in vocational skills, but schools may have a number of programs in addition to EBCE which provide students with exploration experiences. With the development of these mechanisms and understandings, most of the concerns were eliminated or largely allayed.

A RBS consultant, Joan McCall, conducted a training session on the recruitment, analysis, and development of community sites for the project staff in May. Following this session an extensive plan was worked out with the assistance of the Advisory Council and the newly formed LPS Committee for Coordination of Community Resources. The plan called for recruitment by recruiters already familiar with LPS programs and skilled in community resource work with followup in analysis and development by project staff. Recruitment was to be directed by Ed Schwartzkopf whom the Superintendent designated as the new Coordinator of Community Resources for the district. However a major deviation from the plan occurred when the printed materials designed for recruitment were not completed until early July. A joint decision of Mr. Schwartzkopf and the project director was made which resulted in recruitment by phone rather than by personal visit of the recruitment team. Personal visits to key decision-makers at the employment sites then became the responsibility of the project staff and the teams of teachers and counselors working with them to develop the exploration clusters.

The recruitment campaign was carefully planned and carried out. Using information provided by the Chamber of Commerce, the largest employers were identified. Each was identified with one of the clusters, and given first priority in the recruitment effort. Advisory Council members were asked to assist in the recruitment, but most of the first-contacts were made by Mr. Schwartzkopf using the knowledge of the community gained as a lifelong resident and long time political figure in the city. A second analysis was made to see which of the twelve Clusters to be offered first quarter needed additional resources, and potential sites were identified and recruited to fill the needs. By the end of September approximately 120 sites had been contacted and only a handful had refused to participate.

The actual process of recruiting and developing the site was also carefully planned. The tape-slide presentation was used in a few instances in which larger groups were present, but for the most part the EBCE staff used a flip-chart developed especially to tell the EBCE story to employers and to gain their commitment to the program. An annotated copy of the pages of the flip-chart are included as Appendix F.

The process worked in several stages:

1. The site was identified.
2. An invitation to present the program was obtained (usually by Mr. Schwartzkopf).
3. The recruitment presentation was made by an EBCE staff member (the presentation included some orientation to all LPS Out-Of-School Learning programs).

4. An EBCE Site Coordinator was appointed by the Decision-Maker being recruited.
5. The EBCE staff member met with the Coordinator to analyze the site for its potential use in the EBCE program (RBS analysis forms were used at first, but eventually discarded as being too unwieldly and time-consuming).
6. The EBCE staff member formed a general concept about how the site could be used in the Cluster.
7. The EBCE staff member met with various site Resource Persons to jointly develop the learning activities to be used in the Cluster.
8. A version of the learning activities was written (usually by the EBCE staff member) and submitted for review.
9. A final version was agreed upon and printed.
10. The site was scheduled for use.

Copies of the task sheet for developing clusters/sites and the management tools used during the process are included as pages 29-32 following.

During the summer additional staff was recruited from among teachers and counselors to develop community sites, a strategy which not only increased the resources available to develop the cluster learning packages, but also increased the understanding and support for the program among school staff, not only the ones who worked, but many others with whom they communicated. However, since projects funds were exhausted, other funds had to be used for this activity; the decision to allocate those funds was not made until early summer and the project was unable to recruit the best-qualified teachers and counselors. Only in a few cases, however, were these recruits any less than high-quality and high-energy workers. The project looks forward to continued involvement of teachers and counselors in monitoring the use of each community sites refining the learning packages, and planning how to integrate such experiences into the regular school program in coming years.

As a final step before actually sending students to sites, a meeting was called jointly by the Advisory Council and the Project to which Site Coordinators were invited. They were invited to share their expectations and their concerns as they contemplated their role with students. These expectations fairly well reflected the objectives for students and advantages to the business which had been the substance of the project "line" for some time. Each of the concerns was dealt with by the project director; those which could be clarified or settled were disposed of; those which are of a long term nature were recognized. A second session was proposed at which later time questions and concerns might be more specific, based on actual experiences with students, and might provide an opportunity for development of attitudes and skills on the part of the site resource persons to improve the learning experiences they provide for the students.

Once students were actually on site, EBCE staff monitored the site as closely as possible as a matter of policy. Much of the program's credibility depends upon the impressions community persons and students get of the quality of these experiences, and the commitment of the school to provide high quality experiences. Therefore EBCE staff tried to be present when students arrived and after the session in order to provide assurance to site resource persons, help them analyze their successes and failures, and mostly to convince them that what they were doing was a good contribution to the students' education. Many opportunities for support and improvement

CHECKLIST FOR CLUSTER DEVELOPMENT

1. Select and orient cluster teams.

   A. Invite consultant to participate.

   B. Brief teams as to major responsibilities: recruitment, site analysis, site development in terms of learning activities.

   C. Brief teams as to mileage forms and time forms.

   D. Establish regular times to meet with teams.

   E. Establish system for communication e.g. utilization of information on yellow cards.

   F. Go over checklist with team. Talk about cluster characteristics.

2. Identify and recruit sites.

   A. Telephone decision-maker as a courtesy to see if a visitation would be welcome. (only staff member). Do full presentation. Reform. Sex.

   B. Check list of sites advisory people said would like to visit and mark yellow cards accordingly. (Most will be marked.) Invite advisory people to go along.

3. Prepare teams for responsibilities in recruitment.

   A. Present recruitment design.

   B. Take each member on a recruitment interview.

   C. Debrief recruitment interview together.

4. Prepare teams for responsibilities in site analysis.

   A. Explain site analysis process and utilization of the forms.

   B. Determine and develop strategies for site analysis work with teams.

   C. Take each member of a team on a site analysis interview.

   D. Debrief with them the interview and prepare future plans.

5. Direct site analysis effort for clusters/emphasize priority 1 sites.

   A. Oversee that appointments are made for site analysis.

   B. Critically debrief site analysis work with team.

   C. Make sure that RSP - Form 1 is completed for each site analysized.

   D. Make sure that teams mark site analysis data on yellow cards.

   E. Refine cluster description.

6. Develop overall student outcomes for cluster.

7. Prepare site activities for various sites within the cluster. A Strive to develop alternative activities for the site.

8. Secure the reactions of site personnel to the activities (including alternative activities).

9. Sequence learning activities for the cluster - tentative sequence.

10. Present the package to EBCE Project Staff for reactions.

11. Validate learning activities with consultants.

12. Validate learning activities with site personnel.

13. Finalize learning package for the cluster.

14. Prepare orientation for cluster. (This could be completed as a part of step 9 above.)

NAME OF CLUSTER _____ STAFF PERSON RESPONSIBLE _____

Major Task	Assigned to	Target date	Completed
1. Tentative description of cluster written			
2. Overall strategy for cluster development written			
3. First run sites identified (3-6 sites)			
4. First run sites recruited			
5. First run sites analyzed			
6. First run site decision-makers visited			
7. Revised cluster description, general curriculum (outline) selected learning activities written			
8. Description, outline, sample activities validated			
8.1 with cluster team			
8.2 with consultant (if appropriate)			
8.3 with project staff			
9. Additional sites identified (if needed)			
10. Additional sites recruited			
11. Additional sites analyzed			
12. Additional site decision-makers visited			
13. Cluster description, general outline, tentative learning activities written			
14. Description, outline, activities validated			
14.1 with cluster team			
14.2 with project staff			
14.3 with consultants			
14.4 with selected site resources			
15. Orientation for cluster prepared			
16. Learning package revised and completed			
17. Final package validated			
17.1 with cluster team			
17.2 with consultant			
17.3 with project staff			
18. Learning activities validated with site staff			
19. Printing arrangements for cluster completed			
20. Site guides for each site completed			

CLUSTER _____

TIMELINE/CHECKLIST FOR SITES IN CLUSTER DEVELOPMENT (EXPLORATION/INVESTIGATION)

NAME OF SITE												
Initial Contact with Site												
Initial Recruitment of Site												
Decision-Maker Personally visited												
Preliminary Site Analysis (general use agreed on)												
Detailed Site Analysis (may be incorporated)												
Working Draft of Activity Package Written												
FEEDBACK: Site Coordinator												
FEEDBACK: EBCE Coordinator												
FEEDBACK: EBCE Program Staff												
FEEDBACK: Consultant (s)												
FEEDBACK: Teacher (s)												
Pilot Draft Written												
DISTRIBUTION: Site Coordinator												
DISTRIBUTION: EBCE Coordinator												
DISTRIBUTION: EBCE Program Staff												
DISTRIBUTION: Consultant (s)												
DISTRIBUTION: Teacher (s)												
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were thus afforded to the staff, but not without tremendous cost in terms of time spent. It is assumed that after a site has had one or two successful experiences with students, less monitoring and support will be necessary, and EBCE staff will be able to devote the time to other tasks, including recruiting and forming new clusters. Whenever possible, both to provide additional resources nad to orient regular school staff to the program, teachers, counselors, administrators, and consultants were asked to attend sites when students were present, but real success in this effort waits the organization (and support from the district) of cluster teams who will help conceptualize, organize, monitor, and improve the activities, and at the same time develop positive attitudes and concepts which will facilitate their greater use of community resources in their teaching and guidance activities. Such a development is a major project goal for the second year.

Finally, the mechanics of organizing and operating the Exploration program with students is described in the following sets of steps:

1. Clusters, with their assigned sites, are tentatively selected for the next four week session. This occurs about two weeks before the session is to begin.
2. The list of available clusters, including the sites to be visited, is made available to students, and they make 1st, 2nd, 3rd, and 4th choices, through processes which are carried out as a part of the guidance activities.
3. Conflicts in the student choices are resolved by the coordinator from each school so that students get their first choice whenever possible, but no cluster has more than the 6-8 students specified. If a cluster has no more than 3-4 students, it is cancelled and students are placed in another choice. (Students from all schools are combined in the Cluster groups.)
4. The actual dates in which students will be present at each site is verified by telephone for each cluster which will operate, and a Site/Cluster Schedule is prepared. A sample page from such a schedule is included as page 34.)
5. A copy of the schedule is mailed to each participating site along with a list of students who will be attending, already attached to an attendance report form. A copy of such a form, already completed, is included on page 35, and a sample of the type of letter which accompanies it is included on page 36.
6. Students are given a copy of the Site/Cluster Schedule for the Cluster they are exploring, which contains information they will need regarding the site as well as dates.
7. Students arrange for transportation (with assistance of EBCE staff when necessary).
8. Students attend site, in some cases following an orientation to the Cluster.
9. Project secretary calls each site at end of session each day and takes an attendance report, which in turn is called to EBCE staff and the attendance clerk at each school.
10. In some cases, students are debriefed as a Cluster group. In other cases, debriefing occurs only as a guidance activity in the student's individual school.

The last item presented in this subsection is a copy of a learning package in use in the exploration of one of the Clusters. Samples of overall cluster descriptions were included in the Second Quarter Report. The sample learning package appears as pages 37 and 38 of this report.

LINCOLN EXPERIENCE-BASED CAREER EDUCATION

Carl Spencer, Director 473-0276

CLUSTER/SITE SCHEDULE First Quarter 1977-78

COMMERCE AND TRADE — Ann Barry, 489-0766--489-5892
First Quarter, 1st Session, September — Monday-Wednesday

Hovland-Swanson	Wednesday 7, Monday 12, Wednesday 14
American Stores	Monday 19, Wednesday 21
Citibank	Monday 26, Wednesday 28
Dept. of Revenue	Monday 3

FINANCE
First Quarter, 2nd Session, October — Ann Barry, 489-0766--489-5892
Monday-Wednesday

Internal Revenue	Monday 10, Wednesday 12
Peat-Marwick, et al	Monday 17, Wednesday 19
Banker's Life	Monday 24, Wednesday 26
First Mid America	Monday 31, Nov., Wednesday 2

LAW AND JUSTICE — Ann Barry, 489-0766--489-5892
First Quarter, 1st Session, September — Monday-Wednesday

County Court	Wednesday 7, Monday 12, Wednesday 14
Knudsen	Monday 19, Wednesday 21
Campus Police	Monday 26
Parole Admin.	Wednesday 28
Parole Hearing	Monday, October 3

First Quarter, 2nd Session, October — Ann Barry, 489-0766--489-5892
Monday-Wednesday

State Prison	Monday 10, Wednesday 12
State Patrol	Monday 17, Wednesday 19, Monday 24 Wednesday 26
Legislature	Monday 31, Wed., November 2

PERSONAL SERVICES — Ann Barry, 488-0766--489-5892
First Quarter, 1st Session, September — Tuesday, Thursday

Misle Chevrolet	Thursday 8
Roper and Sons	Tuesday 13, Thursday 15
Lincoln Tour & Trav	Tuesday 20, Thursday 22
Clark Enerson et al	Tuesday 27, Thursday 29

First Quarter, 2nd Session, October — Ann Barry, 488-0766--489-5892
Tuesday-Thursday

The Hilton	Tuesday 4, Thursday 6
First Nat. Bank	Tueady 11, Thursday 13
Linc. Tel. & Tel.	Tuesday 18, Thursday 20
Hendricks Sod	Tuesday 25, Tuesday, November 1

SITE RECORD FORM

Cluster LAW & JUSTICE Site KNUDSEN, BURKHEIMER, ENDACOTT & BEAM

EBCE Coordinator Ann Barry Site Coordinator Richard Endacott/Sue Lott
Telephone 489-0766 Telephone 475-7011

Dates of Cluster Sept. 19 & 21 Site Address 1000 NBC Center, 13th & "O"

Student Name	School	SCHEDULED DATES* Sept. 19	Sept. 21						Comments, Needed Follow on Individual Students
Jeff Girdner	LHS	P	P						
Diane Quattrocchi	SE	P	P						
Kurt Mortensen	SE	P	P						
Nancy Black	SE	P	P						
Kris Funk	E	P	P						
Diane Unger	E	P	P						
Robin Taylor	E	A	P						
Amy Schur	E	P	P						

General comments about cluster activities, students, etc. (Use back if needed)

WHO TO CALL TO REPORT ABSENCES, PROBLEMS WITH STUDENTS, ETC.

EAST	Ann Barry	488-0766, 488-5892	NORTHEAST	Carol Hiskey	466-9541
LHS	Judy Roderick	477-8751	SOUTHEAST	LeeAnne Zaroban	488-3469

CARL SPENCER, PROJECT DIRECTOR 473-0276
Lincoln Public Schools 720 South 22nd

*Marking Code:
P = Present A = Absent
T = Tardy E = Left early

EBCE, August, 1977

1977-78
First Quarter, First Session

CLUSTER: Commerce and Trade

ADDRESS: State Office Building, Centennial Mall

SITE NAME: State Department of Revenue, Research Division

SITE COORDINATOR: Chris Grenelin, Personnel Director

TELEPHONE: 471-2771

OPTIMUM USE: To provide students with knowledge of the personnel, equipement, and expertise required to implement an effecient and economical administration of the Nebraska Revenue Laws.

Day 1 OUTCOMES

1. To provide students with valid concepts about taxation, the sources of taxation, the determination of tax amounts, the use of tax monies, etc.
2. To allow students to observe and attempt to perceive how statistical data from all areas of the economy can allow the research and analytical staff to predict and forecast tax procedures and policies.
3. To provide students with concepts about the relationship of the Research Division of the Revenue Department to other state and federal agencies.
4. To allow students to observe and understand the knowledge and skills necessary to work effectively in the area of economic research and forecasting.
5. To observe and perceive the effective use of technological tools, e.g. computers, in the field of economic research and forecasting.

Day 1 ACTIVITIES

Open with general brainstorming by asking a question like: What do you think are the major purposes of the Department of Revenue? This should provide department personnel with a concept of the students' knowledge base in this field. Provide students with a tour of the entire facility, to give them a feeling of the total scope and purpose of the Department. Providing them with the brochure or booklet, offering a brief explanation of the various divisions. before the tour, would probably increase the effectiveness of the tour. After the tour it would probably help students clarify their concepts if the department personnel would ask various students to state in their own words their perception of the purpose of each division, and the relationship among and between the dvisions.

Gather the students in a discussion situation and by drawing on them whenever possible, discuss with them such concepts as:

1. Why do we have taxes and what would be the alternatives?

2. What form of tax do we have in Nebraska, cigarette, gasoline, income, etc.?
3. What kind of records does the department keep for individual tax payers?

At this point, it would probably be interesting to the students to pull the return of a parents' or relatives, if permission has been granted. The importance of an efficient retrieval system for all dta and records could be accented here.

Next, provide the students with statistical information like:

The amount of food and beverage sold in Lincoln In June, 1975.
The number of gallons of gasoline sold in North Platte last month.
The total retail clothing sales in Kearney during August, 1976.

Then, ask them why they think the Department of Revenue compiles such information and of what use it could possibly be. Obviously, this is to lead them toward a general feeling about the research, analysis and forecast functions of this division. At this time, it might be helpful to provide the brochure or printed material available on this type of information compiled by the division.

If possible, assign each student a role, such as governor, chairperson of the State Board of Equalization, Mayor of Scottsbluff, etc., and give them a set of statistics and ask them what specific parts of the data would pertain to them and in what way; how would it be of value to them? At the close of this exercise it might be meaningful to provide a copy of a statistical report, or part of a report, made for the Governor and an explanation of its purpose. After this ask them what kind of thinking skills they may have used in working with this data and then lead into a presentation of what skills, knowledge and abilities appear to be required in economic/analysis and forecast work. The brochure or booklet which talks about the divisions and the job requirements for these divisions might be helpful at this point. Have them particularly note those indicated for the Research Division, to test the validity of their perceptions.

Allow the students to observe the use of the computer terminals for storing and developing the necessary statistical information and, if possible, allow them to request a certain type of information or piece of specific information to be placed on or "pulled out" of the computer. Draw on them to suggest why such technological tools are so valuable in this area of work.

Now that they have seen some of the procedures and functions involved in economic forecast work, explain how the basic tax structure of the state is essentially formulated from this vast store of information, accenting such concepts as how the levies for the various forms of taxes are determined and the essential balance required between the sales and income taxes.

Day 1 CLOSURE

Provide a brief simulation; give the students a data sheet which requires them to make a forecast and give their conclusions about the economic policies of a smaller town, perhaps a town attempting to decide whether or not to impose a sales tax on its population.

Component 5 EBCE Guidance

The Guidance activities of the EBCE program are in some ways the least spectacular, but in many ways the most important element of the program. One difficulty in describing these activities is that they are so pervasive--that is, they are often integrated into other activities. For example, guidance occurs while students are debriefing cluster experiences, or diagnosing their learning needs. But on the other hand, a specific set of Guidance activities is planned and carried out in each of the EBCE programs in Lincoln high schools.

These Guidance activities are based on the materials provided by the RBS model. In June, Carolyn Friedman of RBS conducted a four-day workshop for the EBCE staff which was attended by the Assistant Principals for Student Services of all schools, and by many counselors as well. This was the first occasion on which the project gave concentrated attention to the Guidance element of the EBCE program. The group soon decided to use the materials provided by RBS, at least first, and then make whatever changes seemed to be in order after we had more experience with the materials and the students.

These RBS materials include such introductory materials as Orientation Units, Cluster Selection Units, etc., as well as Values-Clarification Activities, Debriefing Activities, etc. Provision is also made in the program for diagnostic work with students and individual counseling. Ms. Friedman introduced the workshop group not only to the materials, but to the skills involved in using them as well. Finally, the group constructed a calendar of activities for the first quarter which incorporated guidance activities and coordinated them with exploration etc. A copy of this calendar is included as page 40.

The RBS materials were used pretty much as written for the first session with the students. Of course, individual teachers incorporated activities for getting acquainted, etc. which they had confidence in, but the procedures for selecting clusters were used as written.

On September 29, a project work session was held in which the guidance program was reviewed. A copy of the report of that session is included as page 41. In general the group expressed dissatisfaction with the RBS materials for cluster selection, but felt that many of the group guidance activities were acceptable. Many of the comments of the group dealt with the necessity to provide guidance activities more closely related to the exploration experiences rather than as a separate program activity which occurred on certain days according to a schedule. Others pointed out that group guidance activities were suffering because of lack of time--instructional time and organization for exploration were receiving higher priorities.

These problems were not solved at that work session, but plans were made which involve several items during the second project year.

(1) A training session will be held for EBCE staff members to improve their guidance skills.

(2) EBCE staff members will participate in sessions designed to increase their sensitivity to the issues of sex-role stereotyping and sex-bias in career counseling, and will make plans for incorporating a program

EBCE CALENDAR
First Quarter 1977-78
Guidance Exercises: Career Clarification Program

Explorations
1st Session M/W 8
T/Th 8
2nd Session M/W 8
T/Th 7

Lincoln EBCE Project
Carl Spencer, Director
473-0276

Group Leader's Edition

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
August 29 Orient. Unit 1) Ex. 1, 2, pp. 16-22 2) Send home Self-assessment Form and writing sample assignment 2 hrs.	Orient. Unit 1) Collect Self-assessment Form and writing sample 2) Standard Forms 3) Ex. 4, pp. 27-29 4) Self-directed search 2 hrs.	Selection Unit Ex. 1, 2, 3, 4 pp. 34-48 2 hrs.	Orient. Unit Ex. 5, pp. 30-33 (Optional Handouts) The Student Journal p. 5 2 hrs.	Transportation Arr. Announce Sites Interpersonal Skills p. 53 2 hrs.
September 5	Career Exploration Preview Ex. 1, 2, pp. 57-70 Review Transportation	Exploration / ARC	ARC / Exploration	Debriefing after first field visit Guidance ARC
12 Exploration / ARC Guidance	ARC Guidance / Exploration	Exploration / ARC Guidance pp. 78-79	ARC Guidance pp. 78-79 / Exploration	Guidance pp. 80, 81
19 Exploration / ARC Guidance Self-assess.	Exploration	Exploration	Exploration	
26 Exploration / ARC Guidance Self-assess.	Exploration	Exploration	Exploration	Selection Unit Ex. 1, 2, 3, 4a pp. 34-48
October 3 Exploration / ARC Guidance	ARC Guidance / Exploration	Final Debriefing Transportation	ARC Guidance	ARC Guidance
10 Exploration / ARC Guidance Broad Planning	Exploration	Exploration	Exploration	ARC Guidance
17 Exploration / ARC Guidance Broad Planning	Exploration	Exploration	Exploration	ARC Guidance
24 Exploration / ARC Guidance Broad Planning	Exploration	Exploration	TEACHERS' CONFERENCE	TEACHERS' Conference
31 Exploration / ARC Guidance Open	Nov. 1 Exploration	Exploration	Final Debriefing	Nov. 1 PARENTS' CONFERENCE

Summary of work session on EBCE Guidance September 29, 1977

Issues raised	Possible responses
RBS material is uninteresting, repititious, evidently designed for business, not agencies (job analysis forms) seems to depend too much on gimmicks that may or may not work	Do job analysis only on one "liked" or "least liked" job Some of the exercises seem to work ok We should try other materials (VIESTA has been ordered for next quarter use)
Self-Directed Search seems only partly adequate; especially terminology seems too techical, and often there are no jobs to fit the code	Try any other material which seems promising Use results as place to begin inindividual guidance with student (see Lois) Perhaps kids need to learn terminology as part of life=long career-decision process
Students do not seem to be getting idea of clusters	Add orientation and debriefing experience to cluster activities Debrief by clusters rather than by school Think of cluster as cluster rather than a group of site activities Use cluster "workbooks" to get continuity
Guidance activities are not adequate --students do not seem to internalizing --often are not motivated --paper/pencil materials are seen as boring --ARC environment is different from community	Some debrieifing should take place at site if site coordinators are willing, have skills Perhaps group guidance could be better conceptualized and/or organized--what are our objectives? what does a student look like who is getting out of it what we want? Make more use of "serendipitous" discussion (how many resources at the site?)
Guidance information is not always getting to all necessary people --teachers, counselors --EBCE program staff	Communicate cluster choices directly to department chairpersons and counselors Communicate diagnostic and personal information about individiual students directly to teachers and counselors

Summary:

We are not satisfied with our present materials or procedures for guidance, even though many good things are happening with the students. We will develop "new" ideas and try them out in the second quarter.

What will happen:

1. try out VIESA
2. revise cluster-choosing procedures
3. develop ideas for rationalizing the clusters, including orientation and debriefing; if ideas seem good, try them out second quarter
4. analyze feedback and debriefing procedures, choose those which work best, determine other procedures to be tried in second quarter

of positive action with students to reduce these unwanted influences on our youth.

(3) Counselors will be asked to become involved in the EBCE guidance activities, either in helping plan activities, or perhaps in helping to deliver them.

(4) Other materials will be tried out to assist students to make cluster choices. Rather than Holland's Self-Directed Search, for instance, VIESA will be tried. Attention will also be given to such programs as COATES, Vocational Exploration Group, and McKnight (AEL) program of Career Decision-Making.

Component 6 Placement

No attention was given to this component during the first project year. During the second year plans to improve placement services will be made at each of the high schools.

Component 7 Management Plans at the Individual High School Level

At the building level the strategy of the project was work through individual installation and implementation plans at each building. Each of these plans contained a rationale, a set of goals, a general description of the program to be implemented, a general strategy for installation, and a detailed list of tasks with a timeline. The plans served not only as a guide for assessing progress, but as a tool bring closure to a number of conceptual problems and operational issues as well. Copies of the plans from LHS, NE, and SE were included in the Second Quarterly Report, and the NE plan and a revised version of the East plan were submitted in the Third Quarterly Report. A copy of the revised East High Plan is included on the next six pages (pages 43-48) for reference purposes.

Managing the process of getting these plans produced was a major part of the responsibilities of the Coordinator in each of the high schools. The plans generally are written according to the outline provided by the project and the activities undertaken to get the plans written following the task sheet (Appendix A) constructed by the project. But there was significant difference in the process at the detail level between the two high schools who had Coordinators new to the school and the two schools in which the EBCE Coordinators were long time members of the staff. The major difference was that in the schools with "new" Coordinators, the planning effort involved only the administrators of the school. At the other two schools--those with "old" Coordinators--the plan effort involved a task force composed of administrators, department chairpersons, counselors, and teachers. However, a major part of this difference is due to differing management styles of the schools, rather than simply being an effect of "new" persons being assigned the task. At East and Lincoln High where long-time staff members became Coordinators, the management style in general is to involve staff in planning and decision-making on a formal basis through committees, task forces, position papers, etc. At Northeast and Southeast the management style is to seek input from individuals on a more informal basis rather than through the formally organized committees etc.

EBCE MODEL FOR LINCOLN EAST HIGH SCHOOL

Rationale: Installation of the EBCE Project at Lincoln East High School can help to provide a practical base for the educational activities and programs available with the school. In order to grow into adult roles, students need to have first-hand experience with the adult world. In doing so, it is hoped that students will gain not only an understanding of that world and themselves, but an understanding of the total educational resources available to them.

Goals:

1. To increase the number and type of available educational options, which are responsive to students' needs and perceptions.

2. To increase the availability and effective use of the learning options, programs and activities available at Lincoln East High School.

3. To provide greater opportunity for learning to meet student needs, interests, achievement levels, abilities and learning styles.

4. To integrate experiences in the community with those in the school program, in order to provide a reality base for theoretical learning.

5. To provide opportunities for the student to relate him/herself to the world of work and the educational experiences within the school.

6. To provide in-school learning opportunities which are career-related, experience-based, as far as is feasible, and not a duplication of the present program.

General Program Description:

Students should be able to participate in three major types of activity in the EBCE Model: (1) experience-based community observations; (2) earning of credit in the subject areas; and (3) group and individualized guidance.

(1) Students will participate in the experience-based community activities by visiting business and/or professional sites within the community during approximately two afternoons a week. While at these sites students will be conducted through a series of tours, lectures, discussions and "hands-on" activities which will be planned and carried out by personnel from the community site in cooperation with a member of the school and/or project staff. These community visits will be carefully planned and sequenced in advance of the student's visit and the student will be given specific objectives and/or tasks to be completed at the site and following site visitation.

(2) Students will have opportunities to earn credit in various subject areas during the afternoons they are not visiting community sites. This credit may be earned by students completing units, competencies or assignments provided in the Reading Laboratory, the Writing Laboratory, CPUs in either subject area, individualized learning packages, small group activities and "regular course" structures. These experiences will be based on appropriate learning objectives for the subject area involved.

(3) Students will be participating in at least one hour of guidance activities per week to help them integrate concepts about their interests, values and abilities and their observations and concepts about the world of work. Guidance will be provided by the Project Learning Coordinator and/or the staff members of the learning team, and hopefully will occur in groups no larger than eight to ten students per group, or, on an individual basis.

Outcomes:

1. Increase knowledge about the follwoing:
   a. Basic skills, e.g., mathematics, social studies, language (reading, writing listening, organizing).
   b. Requirements, advantages, disadvantages of various careers.
   c. Personal aptitudes, interests, abilities and values.
   d. Community resources.
   e. Subject area skills, attitudes and knowledge of concepts.
   f. Relationship between in-school learning and future options.

2. Increase use of skills in:
   a. Decision making, planning, goal setting, critical thinking and problem solving, without sex bias.
   b. Interpersonal relationships.

3. Increase ability to perform adult roles, without sex bias.

Content:

1. Community experience learning, to increase knowledge about:
   a. Requirements for various career areas.
   b. Lifestyle and job satisfaction and dissatisfaction.
   c. Task and job functions in various career areas.
   d. Career clusters and relationships among jobs.
   e. Rewards and fringe benefits in the job market.
   f. Relationships of one's own abilities, interest, etc., to various careers.
   g. Relationships between job requirements and educational opportunities offered within the school and occurring in the form of:

      1. Explorations
      2. Investigations
      3. Specializations

   --without sex bias.

2. Subject area instruction, based on diagnosis of student needs:

   Available in Social Studies
   Science
   Language (reading, writing, speaking, listening, and organizing)
   Study and Thinking Skills
   Life Skills
   Utilization of School and Community Resources

   and instruction in other subject area when need and approved.

In the form of Skills
Laboratories
Mini Courses
Cooperatively Planned Units
Individualized and Personalized Learning Packets, based on diagnosis and prescription
Flexibly Scheduled Courses (Meeting only three days per week.)
Thematic "Courses", including large and small group instruction and independent study.

3. Guidance activities to include Self development
Understanding the World of Work
Knowledge of resources available to learn about the World of Work
Practice with the knowledge about decision-making, goal-setting, planning, critical thinking and problem-solving skills.

Developmental Process for a Learning Plan:

1. Diagnosis of student's needs, goals, priorities through:

Values clarification
Interview
Diagnostic test
Experience which leads to self-identification
Referrals
Records
Observations
Career performance surveys

2. Analysis of available school and community resources to meet student needs, considering:

Effectiveness
Efficiency
Availability
Applicability to student learning style

3. Analysis of student priorities, motivation and commitments

4. Development of mutually agreed student outcomes in the areas of:

Knowledge
Skill
Attitudes

5. Design and implementation of learning program and evaluation criteria to reach agreed upon educational outcomes.

6. Evaluation based on:

Pre-determined and Agreed upon Outcomes
Predetermined Evaluative Criteria

and analysis of implications of the evaluation.

Facilities:

An Academic Resource Center located in a specific room or rooms should be provided as a coordinating point for setting up community experiences, as a meeting place for individual and small group guidance sessions, as a storage place for individualized instructional materials, and as a working place for students pursuing individualized and personalized learning packets, with the assistance of the ARC learning team.

This career center would then require: a telephone, shelves, filing cabinets, movable tables and chairs, movable room dividers, small conference rooms, instructor's desks, and audio visual materials appropriate for the individualized and personalized materials stored there. If possible, soft furniture should also be included to provide a relaxed and comfortable atmosphere in which students and teachers can study and discuss.

Other EBCE facilities would include any space within the building or community which would be used to deliver instruction and educational experiences to EBCE students. These could include the reading laboratory, the writing laboratory, subject area offices and classrooms and any of the community sites being utilized.

Management:

The overall structure and management of the program shall be focused with the ARC Teaching Team which shall consist of the subject area teachers providing instruction and guidance, the administrator assigned to the program, the EBCE Project Coordinator, and special resource persons.

This teaching team should have choice concerning management of the space and time allocated to EBCE activities in order to accomplish educational goals in three major areas: self development, subject area development, and career development. If possible, a student should choose or have an advisor within the teaching team, but present Teacher-Advisor structure may make this difficult to achieve during the first year.

The delivery system for the educational goals and content of EBCE is the existing school program and the community sites recruited and organized for experience-based learning. This structure should attempt to avoid duplication of systems already in existence within and without the school and help provide a more beneficial use of all resources available to students.

Monitoring of the student's educational activities shall be provided by on-site personnel, the members of the teaching team, and written records compiled for each student, including community experiences, credits received and guidance activities.

Time:

during the first year, EBCE activities will include Periods 5, 6, and 7. This time should be divided on a flexible basis among the three components: (1) subject area instruction; (2) experience-based instruction; and (3) guidance. The division will be made according to needs recognized by the members of the EBCE learning team, staff, and students.

The schedule below (tentative sample for the week) indicates a possible schedule of activities for a student who is a participant in EBCE.

	Monday	Tuesday	Wednesday	Thursday	Friday
1					
2		"REGULAR" CLASS STRUCTURE"			
3					
4					
5	Subject Area Inst. and/or Guidance	Community Exploration	Subject Area Inst. and/or Guidance	Community Exploration	Subject Area Inst. and/or Guidance
6					
7					
	2 hrs.	2-3 hrs.	2 hrs.	2-3 hrs.	2 hrs.

Credit:

Credit may be earned in:

1. Career Development: 2.5 credits per quarter for satisfactory completion of the requirements of the course Exploring Careers.

2. Subject Area: 2.5 credits per quarter for satisfactory completion of the tasks, competencies or assignments selected by the learning team instructor qualified in the area of credit and approved by Department Chairpersons.

Staffing:

The organizational pattern for the EBCE learning team, when considered on a permanent and long-term basis, should include one staff member for every 25 students participating in the EBCE learning groups, who shall be involved in subject-area instruction and guidance instruction. These staff members should, if possible, be supported and assisted by a full or part-time paraprofessional; the amount of time allotted for a paraprofessiona being dependent upon the number of students and staff involved in the EBCE learning activitities.

1. Members of the Teaching Team:
   a. Participate in studebt recruitment.
   b. Aid in communicating to the East High Staff the goals, rationale and learning base available for students in EBCE.
   c. Locate, develop, and revise any individualized learning packets which may be needed for individual student needs.
   d. Serve as a principal planner and implementer in more structured learning options.
   e. Guide students in the writing and completing individualized learning contracts.
   f. Lead small group guidance sessions to help students relate the experiences to themselves and their in-school experiences (based on subject area assignment and student load).

2. The paraprofessional:
   a. Catalogue, store and check out individualized materials.
   b. Schedule and coordinate the community visitations.
   c. Maintain the room in an orderly fashion.
   d. Coordinate and schedule individual and small group guidance sessions.
   e. Typing of forms, records and learning materials.

In addition, the program staff members will receive support and assistance in the implementation of subject-area instruction and guidance from a Project Coordinator, who will function in the following roles:

1. Function as a staff member to provide training experiences for team members.
2. Continually develop, design and revise learning packages for community exploration.
3. Facilitate and develop channels for communication between the members of the EBCE teaching team and the rest of the Lincoln East staff.
4. Facilitate communication about students and learning activities among the teaching team members.
5. Develop and deliver small group and individualized guidance sessions.
6. Facilitate communication, problem-solving and monitoring with community sites.
7. Continually examine and research delivery systems for the learning needs and interests of the students.
8. Provide the base, support and means (wherever possible) to expand the number of students in EBCE and the program resources and options available.

Transportation:

The following options may be available:

1. The student can drive his/her own automobile or be driven by a parent or family member.

2. The student can ride with another student taking part in the same community exploration.

3. The student may be provided a ride by a parent volunteer who may be recruited to provide transportation support.

Insurance:

Insurance is available through the Lincoln Public Schools at a minimal cost for all students who elect to apply for such coverage.

The major purpose served by the plans was to force closure on the troublesome issues and to make certain that all important questions about operation had been resolved so the program could begin. Some of the issues involved were, for instance, what would be offered in the ARC, how it would be staffed, and what credits would be offered; how many students would be accomodated, what grade level would they come from, and how would they be recruited; what space would the program occupy, and how would it relate to other programs--especially the reading and writing labs; what was the general philosophy of the program and how did it relate to the existing goals and emphases of the school; and many others.

The process of constructing an installation and operational plan at each high school was difficult and time-consuming work. The strategies, reports, position papers and plans are too numerous to include in this document, but they are available at the project office. For instance the documentation of the processes of the first year at East High School fills two three-ring notebooks. Further information about these processes and the conclusions and recommendations of the evaluators are found in the summary of their report (see pages 3-5) and in their full report which begins on page 61.

PROBLEMS

Over-extension of Intentions or Shortage of Resources.

The most serious problem faced by the project is that its intended scope of work far exceeds the funds allocated by the federal government. In the first place the project is attempting to install the program in four high schools, while most Part D projects in large city districts are limiting themselves to one school.

Our decision to install in all four schools was based on several considerations. First, the resources of the community should not become the property of any one school. Secondly, if our intention is that all schools eventually install the program, our experience is that it is better than they should all be involved in the planning and installation simultaneously. We have not had good luck in passing a major innovation from one high school to the next. Finally, if we chose only one high school, it was difficult to know which one to choose.

The second aspect of the problem is that the model as conceived in Lincoln is more complex than the models promoted by the labs. Two decisions are responsible for this increased complexity. One was the program should offer career exploration in the community to large numbers of students in all schools, and the second was that in order to have maximum effect on the organization and instructional methodology the program is to be integrated into the schools, not exist along-side of their programs.

To offer career exploration for large numbers of students implies maximum mobilization of community resources, exploration by groups rather than individual students, exploration of clusters rather than of jobs or of worker-trait-groups, and eventual integration of exploration into curriculum (including guidance) of the schools. Exploration of clusters by groups poses conceptual problems and organizational features not developed by any labs. A further realization that to be successful there must be distinction between Exploration and Investigation adds additional tasks. And finally the necessity to orient and debrief students by cluster rather than in joint guidance sessions

adds additional complexity. A recent survey of use of staff time indicates that EBCE project staff members are spending an average of more than 30 hours per week on these conceptual and operational tasks. (The average weekly work load was nearly 70 hours.)

And if the program is to be integrated into the structure of the school, much effort must be made to inform staff, to demonstrate the value of the EBCE experiences to students, to work through problems of philosophy, organization, and methodology. Considerable resources must be allocated to staff development. Not only does leadership have to be provided, but considerable time of the staff members must be compensated for in some way.

As a consequence of these conditions, we have a situation in which either the project is over-extended or the budget is insufficient. Response to this situation has been three-fold and illustrates the support for EBCE among district administrators. First, all operating staff of the program have been provided by local budget. This commitment amounts to two teachers for three periods at East, a teacher and a student teacher for three periods at Southeast, and two teachers for three periods at Lincoln High, plus teacher-aide time at East and Lincoln High. Secondly, other operating expenses of the program are being assumed by local schools. Finally, the district has committed as much of its Title IV-B allocation as needed to purchase materials for ARC's and for providing staff development and materials support for the guidance aspect of the program. This allocation amounts to more than $60,000 for the present year and more than $40,000 for the second year of the project.

Recruitment of Qualified Staff.

A second problem, though not as significant as the first, is related to time. That is, the difficulty the project experience in recruiting qualified staff. In the first place because of uncertainty regarding funding of the project during the spring and early summer which is the prime time for recruiting staff members, many qualified candidates simply preferred the security of their present position. Secondly, the late starting date, October 1, made it very awkward when school contracts begin in August. What is a teacher to do during September--and similarly, what is a district to do with a loose staff member for a month? Sufficient flexibility was maintained for two staff members already chosen to work in the schools to which they were assigned, but in the two schools in which no staff member already assigned was interested in becoming the EBCE Coordinator, the process was awkward and uncomfortable, and certainly affected our ability to employ the best qualified persons. A third factor was that the Superintendent decided, since our resources were limited, that project staff must be paid no more than the amount they would earn as teachers according to their positions on the salary scale. Several teachers who were outstanding candidates therefore were unwilling to give up extra-standard pay they were already earning by working an extra period, or assuming duties such as department chairperson. Secondly, it is well known around the district that working for special projects involves extra strain and long hours often with little reinforcement. In fact, the present staff indicates an average work week of between 60 and 70 hours, and by the end of the first year, the strain is apparent. There is considerable reason to believe that the likelihood of greater pressure coupled with the policy of not being willing to pay "combat pay" and the late starting date are responsible for the fact that qualified staff members were hard to recruit.

As a result, we were able to recruit only one person who had considerable experience both as a staff member in a Lincoln school and a staff member of a similar project. A second person had considerable experience as a teacher in a Lincoln school, but little project experience. Although a number of candidates were interviewed, no other person with significant experience in a school could be recruited, nor were persons available with previous project experience.

The point of this argument is that a project with as difficult a set of tasks as this needs the highest quality staff persons, both in terms of skills and experiences. Because of the district concern that "federal project staff" not receive unwarranted financial benefits which the district then feels obligated to continue, or at the very least, because such benefits tend to rebound against a project staff in the form of unfavorable attitude, the project was not able to make the position as attractive as necessary. As a result, the project was not able to recruit the most qualified candidates, and one position was not filled until the end of March. Nonetheless...

Transportation of Students.

At this point students are informed as a part of the orientation to EBCE before they enroll that they will be expected to provide their own transportation. At Southeast and East, all of the students were juniors and seniors, and many of them have access to automobiles and they have experienced no problems in getting to sites. However at Lincoln High, almost all of the students were sophomores, and not only were too young to drive, but had much less access to cars than students in the more affluent sections of the city. Transportation for these students has been a problem.

The city bus lines cooperated with great effort to list a bus route to every site we listed from every school. Yet the bus system is not direct enough to be an efficient way to deliver students to sites in the short amount of time between dismissal from their morning classes and the afternoon exploration visit. The immediate solution was to recruit students with cars to assist those students who needed rides. This solution necessitated EBCE staff spending a half-hour to an hour each day lining up rides, and put us in the unfavorable position of being responsible for a transportation system which utilizes students as drivers, with the resultant liability involved in case of accident. The alternative of simply letting students make their own arrangements was rejected because of the importance of getting off to a good start with kids on sites on time, in order that credibility be built, with students, community resources, other school staff, and parents. Even more seriously, staff members have been required to transport students. Although many times students may ride with staff members who are attending the site in order to monitor the activities, often special trips to sites must be made just to deliver students. Alternatives to this transportation system must be found.

One of the options being considered is to recruit parents and other volunteers to drive. Another is to make use of school buses, which are available at noon to deliver students, but not available to pick them up after their visitation when they could arrange for their own transportation home. The transportation problem is a serious mechanical problem on which the program could founder. It will become even more serious if Exploration is offered to a larger number of 10th grade students, and in the future even 9th grade students as is now being discussed. It appears, however, that the commitment to the program, if it continues to gain credibility, will be

sufficient to provide a solution, even if it means the use of school buses in some cases.

Miscellaneous Problems.

The major problems have been discussed above. A number of other problems were presented elsewhere in the report as a part of the section on activities, events, and outcomes. Some of the more important of these problems will be listed below in order of their significance, and the reader is invited to refer to the pages for a more complete presentation.

1. A late start in recruiting of community resources this summer, due to necessity to get organized at the district level -- page 33

2. Confusions about functions of the 10th Grade Sequence of Career and Educational Activities and the project staff members' roles in it -- page 18

3. Overcoming the suspicions and reluctance of the vocational education personnel of the district -- page 25

4. Difficulty in defining the exact nature of the ARC at the local school operational level, partly due to inadequacy of technical support from RBS, and partly due to complexity of concept promulgated by the project staff -- page 22

5. The need for a more adequate guidance element in the EBCE program, and more time in the program to deliver it -- page 39

PUBLICITY

The project chose to keep a low profile during its first year. In the first place, staff of the Lincoln schools are not particularly excited about the institution of new programs, which often result in more work for them which they either do not understand or do not approve of, or both. So the project did not talk about innovation or reformation or change in the schools. Secondly, during its first year the project had very little in the way of concrete products to talk about. It was felt that the community could best be informed about the project when there were activities with students and community sites which could be easily seen and documented.

Nonetheless project work was carefully recorded and reports from the many task force meetings, policy meetings of administrators, and work sessions were published through the regular school communications channels such as The Reporter and Focus. As the program got underway with students in the fall, school newspapers followed up their earlier presentations on the "new" EBCE staff members who had been working the previous year, with stories and pictures of students at exploration sites. And schools which regularly send newsletters to parents introduced the EBCE staff members through this medium without describing the program being formulated. Copies of a school publication which illustrates this type of communication are included on the following pages. The State Department of Education also gave some public notice through its publication to schools of the nature of EBCE and the fact that Lincoln was installing an EBCE program.

At the end of the project year, as school was about to begin, the Lincoln SUN published a story about the EBCE program which was about to begin. It is included as page 56. On September 6, the project made its first progress report to the Board of Education. The report which was mailed

LINCOLN PUBLIC SCHOOLS
Instructional Services

Report for the Board of Education

August 24, 1976

EXPERIENCE-BASED CAREER EDUCATION

The United States Office of Education is expected to announce this week which proposals for Experience-Based Career Education have been approved. The Lincoln Public Schools project would provide assistance to all four high schools and the Lincoln Learning Center to begin a program for some students at each site. The amount of federal assistance for the first year is expected to be about $122,500, and about $132,500 in each of the following two years.

Following are some questions about the EBCE project.

In what way is this project related to the goals of the Lincoln Public Schools?

Several goals for students are directly related. We intend that students develop their individual talents and interests and they "Be prepared upon leaving school for further education, training, or employment leading to a satisfying career."

Why did Lincoln submit a proposal?

EBCE is one of the natural outgrowths of the broader Career Education Project for which funding ended in June. Many teachers and administrators are convinced that the complexity of modern society makes it more and more difficult for young people to choose an occupation, and that they need a career development program to help them learn about career possibilities and make wise choices. Without a career plan they may have little reason to study and see no purposes for continuing their education. Later on they may have difficulty getting employment, and may require a long adjustment period before they are able to make appropriate contributions to their employers.

What would the money be used for?

Most of it is for salaries of staff members – a director and one full or part-time person at each high school. Staff members will develop the learning experiences in the community and assist each school to initiate the program. Other large amounts will go for staff training and learning materials.

What is Lincoln expected to contribute?

No cash contribution is required, but the district will contribute equipment, learning materials, and facilities. As the number of students in the program increases, an increasing amount of time and energy of regular staff members will be assigned. However, the model being used (developed at Research For Better Schools) claims the operational costs of the program are a trade-off with any other part of the traditional high school program. The grant includes an amount intended to cover startup costs of the program, including an amount for overhead costs.

How does the program work?

High school students who choose to participate will spend some time (probably two half-days) each week visiting sites in the community as well as attending regularly scheduled classes. In the beginning groups of about ten students will attend exploration activities pre-planned by program staff and the community resource. Later students will choose specific occupations for more in-depth investigations by means of independent projects. On other days, students attend a seminar in school during which they take aptitude tests, interest inventories, and discuss their experiences at the work sites. Putting all this information together, they will make plans for their future career development activities.

What benefits will students receive that they do not have now?

Many students have little experience with the adult world outside the school. The work experiences open to them are often quite unrelated to any career fields they might pursue. They need first-hand experiences to help them understand the nature of work and to help them make intelligent career choices. They also need help in thinking about themselves in terms of career possibilities and in formulating a career/education plan for themselves.

Won't missing classes interfere with the students' learning?

EBCE students will be scheduled into EBCE program for a specific block of time during which the EBCE activities will occur. During the rest of the time, they will be scheduled into regular classes. Therefore, there should be no conflict between the EBCE activities and the activities of their regular classes. Individuals can be removed from the program if class work suffers.

What about basic skills?

The program provides instruction as needed in basic skills, especially mathematics and English-reading-communication skills, through the "Academic Resource Center" which is an integral component of the total program. It is expected that students discover the necessity for improving their skills when they see skills being used in work situations.

What will happen in the coming year?

According to the proposal, three years will be required to get the program fully operating in all schools. However, all schools will initiate the 10th grade career/education planning sequence of guidance activities the first year. Before the total program can be operated, a number of major tasks must be completed: (1) a large number of group exploration experiences in the community must be thoroughly planned (2) Academic Resource Centers, with various methods of delivering individual instruction, must be planned and established (3) mechanisms for doing independent study career investigation projects must be planned and implemented and (4) students must be registered and staff assigned. Only at Lincoln High will program become operational the first year on a pilot basis.

Is this project related to the guidance program?

In recent years the high school guidance program has consisted almost entirely of individual counseling. Participating schools have proposed as a major thrust of this project a set of group experiences for all students in career/educational planning. Students will identify their values and skills, become oriented to the world of work and how high school experiences relate to it, and set goals and make plans for their career/educational experiences while they are in high school. Upon completing this sequence, some students will decide to enroll in EBCE, where further guidance activities are a part of the program.

What will happen at the end of the project?

At the end of the three-year project, a decision will be made whether to continue the program without federal project support, taking into consideration such factors as (1) are students learning more about work and making better career decision? (2) are students achieving as well academically? (3) are students learning more about their community and how to use the many resources in it? (4) do students possess minimum adult competencies and do they act maturely and independently? (5) are the costs comparable to the regular high school program?

Ron Brandt, Associate Superintendent for Instruction
Carl Spencer, Project Director

Photo by Greg Schriner

EBCE student Charles Kenwood listens to one of the instructors at his EBCE site. EBCE stands for Experience Based Career Education. The LHS coordinator of the program is Miss Judy Roderick.

EBCE clusters formed

by Debi Kennedy

Some people have known what they want to be since they were five years old, others will never know. For some, a new program, EBCE, is the first step in choosing.

EBCE stands for Experience Based Career Education. A fancy name for a very basic idea, learning from experience.

Anyone can be enrolled in this program. That is, anyone who likes "doing" instead of just "hearing about". EBCE tries to give students career ideas and then back them up by letting the students meet and talk to people in the community and get the specific information they need.

The community plays an important role in the EBCE program. American Stores, Bankers Life, Misle Chevrolet, The Hilton, Dorsey Laboratories, and Hill Hatchery are just six of the 130 job sites that can be visited.

The Lincoln High coordinator of EBCE is Miss Judy Roderick. Other teachers involved are Mr. Ross Tegler and Mr. Patrick Maloy. Miss Roderick stressed that EBCE is not a lot of tours, it's activities that any student can benefit from.

Two students who feel that they have benefited, are Jeanette Caldewell and Jim Hoppens. Both feel that the program is worth while.

Students choose from 20 clusters of occupational choice explore a particular career area. Two afternoons a week students go to job sites. The other three days are spent doing English and Social Science.

Jeanette explained the days at school by saying "work is individualized we have lots of discussions and everyday we write in a journal we keep."

Before choosing a cluster the students took a test called "The Self-directed Search". Not actually a test, this worksheet asked questions about what you like and what things interest you, then it adds them all up and gives you a direction. The next step is choosing a cluster. A cluster is an area of interest. The 20 are: Personal Development, Recreation, Manufacturing, Management, Arts/Entertainment, Design, Environmental Resources, Social Services, Agribusiness, Animal Resources, Trades, Transportation, Engineering Technology, Office Workers, Homemaker, Elemental Workers.

For an example of how an EBCE cluster works, Jim Hoppens picked Engineering Technology as an area of interest, therefore in the span of four to nine weeks he will visit places such as Dorsey Labs, Hoskins Western, Federal Aviation Agency and Norden Laboratories. At these places he will meet and talk to people about their jobs. Most important Jim has an opportunity to perform some sample tasks at the site.

Jeanette's cluster was Arts/Theatre Arts. So far she has visited Howell Theatre and will visit The Lincoln Community Playhouse. At Howell Theatre, she was first shown the theatre, then they talked to a set director. They also talked to the public relations man and office personnel. Jeanette said she had the most fun when they got to participate in an acting class along with the University students.

"One of the drawbacks of EBCE," said Jim, "is staying until 3:30." The in-school session starts at 12:30 and runs until 3:30. Jeanette feels that the extra time is worth it," considering we're getting a few more hours credit than everyone else and we get a few breaks and what we do is usually a lot of fun."

LHS is not the only high school with EBCE. The students from the other high schools in Lincoln are grouped with the LHS students at the job sites. Jeanette said, "they are generally pretty friendly."

Meeting people, seeking the working world in action and helping settle career questions, that's basically what EBCE is all about.

LINCOLN SUN

August 17, 1977

Lincoln Sun 8-17-77

EBCE—a new concept in learning

A new concept in education is coming this year in the Lincoln high schools.

Experienced-Based Career Education (EBCE) is that concept.

It is a program which enables students to explore career oppourtunities within the community.

The career exploration happens when students spend two three-hour time slots a week out in the community observing employers and employees on the job.

With various jobs arranged in 18 cluster groups such as agri-business, arts / entertainment / design, commerce / trade, law and justice — the students are assigned to one cluster group for a four-week period.

Visit sites

During that time they will visit those community sites where they will learn through direct experience the various aspects of the businesses in the cluster.

Carl Spencer, project director with the Lincoln Public schools for EBCE, is very excited and enthused about the progam.

"There are all sorts of spin-off effects from the program," he said, including the use of community resources, and teachers becoming more attuned to student need as the student progresses through the program. The student takes on adult behavior and can see first hand how adults handle their jobs, he added.

The project initially got underway two years ago when the school system applied for a $109,000 grant.

Spencer and his staff members — Carol Hiskey, Anne Barry, Judy Roderick and Leanne Saroban — have been working since then to ready the program which also involves guidance sessions and specialized classroom work.

During the time when the students are not on the business sites, they will attend regular classes and take part in related study which will coincide with the cluster work.

One hundred students will begin work in EBCE this fall. The program will start the second semester at Northeast. Spencer hopes to double the enrollment figure by the end of the year and to carry a minumum of 150 in EBCE once the program gathers momentum.

He emphasized that the project is an integral part of the school curriculum, not a separate entity. It is aimed at ninth graders and sophomores, but is available to any kids "who are curious about their community, unsettled in a career choice and who see the program as an alternate to the regular classroom routine." The project director is hopeful students will stay in the program one year.

Summer recruitment

Staff members have spent the summer recruiting community business and industry persons who are willing to work on EBCE with the students, developing a learning packet for each site and relating to a key person at the site how to work with the students.

Both community persons and teachers are very excited about the program, Spencer reported. And he is hoping eventually to have two hundred businesses including alternates enlisted in the program.

An advisory council for EBCE composed of Lincoln business persons includes: Bill Fenton, Walt Stephenson, Jerry Wakefield, E. Ross Martin, Bill Norris, Roger Harris, Lucille Rath, Neal Westphal, Don Wright, Lynn Roper, Arlie Heald, Stan Matzke and Gary Burger. Student members of the committee include Patty Raun and Glen Smith. Ex-officio members are John Prasch, superintendent of schools, Buford Jones, and Eldon Heskett both of PSAB, and Spencer.

EBCE is not skills training, Spencer emphasized, it is exploration, and learning about careers and what the skills are for various careers.

Job sampling is eye-opener for students

9-22-77

By Jack Kennedy

"The basics" really mean something when you're a high school student on the job and you realize you can't figure change correctly.

Even Soil Conservation Service employes have to know how to write, some Lincoln students are learning firsthand. That's not just something for English majors.

One hundred students from four Lincoln public high schools are spending at least two unpaid half-days on a job each week as the first participants in a $130,000 pilot project of experience-based career education. The program is funded by the National Institute of Education.

The project is more than education jargon to the kids. It's work, related to their classroom instruction. Within a year, more than 135 students a semester from each high school will be bowing with university musicians, helping the Red Cross, standing beside a Dorsey Labs scientist or seeing how an ambulance service works.

Judy Roderick, project director for Lincoln High, said the faculty there debated who should be in the program. It's not just for the "good kids" she says.

As it expands, it could give hundreds of students a look at possible careers, in their formative years before they prepare for the wrong job.

Some employers say their own staffs "seem to work better when the students are around," says project director Carl Spencer. The program teaches about punctuality, dress standards, how to get along with others and how to see the meaning of their classroom work.

"I saw an operation," one amazed future medical student said. Others have danced in a ballet and helped skilled tradesmen at a lathe or saw. "It's a chance for the community to be a teacher," Spencer said. There are 150 carefully supervised sites. Businessmen told the board they are enthusiastic.

Bill Norris, former Lincoln Chamber of Commerce education committee chairman, is a National Bank of Commerce official and site supervisor for the project. He helps students focus better on what they may do with their lives, he said, and combats "massive misunderstanding of the free enterprise system."

"My gosh, all of a sudden it's coming to me," one East High student at Harris Labs said when he discovered there is a reason to learn, after all.

Provision is made after the first semester of exploration, Spencer said, for more in-depth individual work with a businessman.

The program is not just to teach about careers, Spencer said. "It is a way for kids to learn a lot of things. It's a different way of learning how education might work."

LINCOLN STAR

September 14, 1977

Report to Board of Education

A new Experienced-Based Career Education program, which will allow about 100 senior high students this semester to look at career opportunities by visiting Lincoln businesses, was presented to the board.

The semester long, half-day program allows students to spend much time within community businesses in addition to offering individualized instruction and career guidance.

The program helps students choose future careers and also shows them how school subjects relate to the working world, said Carl Spencer, project director.

A student may want to work in electronics but doesn't want to take any math, Spencer explained. He soon finds out by visiting companies that "you don't do electronics unless you also do math."

The program, currently funded by a federal grant, is an experimental program for senior high students only.

One program pitfall, for students spending much time at many different businesses, was pointed out by board member Milan Wall: "You may have kids who become super tour freaks and never settle in," he said.

Northeastern Editorial . . .

Career Orientation, EBCE Provides Complete Career Curriculum

Today's job market presents two ominous questions to it's soon-to-be participants. First, exactly what jobs are available to male and female individuals. Second, what training requirements must be met to prepare students for a chosen career. Often the answers are not clear and students enter the career or college world bewildered and confused.

To this point, career education and exploration has been under-emphasized at Lincoln Northeast. Students needs for understanding and preparation in the career world have not been met. A new two part career education curriculum, however, has the potential to meet these needs.

The first part of this curriculum is a class, Career Orientation. The class is a modified version of a unit taught in sophomore English classes by Mrs. Donnetta Fansler, and has several good points.

First, the class is a requirement for all sophomores. With this restriction, students will not ignore the class, thinking they'll pick it up later. The class is also one quarter long, therefore students can work it into their schedule fairly easily.

Second, the program is well organized and it's four instructors; Mrs. Donnetta Fansler, Mrs. Carol Hiskey, Mr. Bruce Raymer and Mr. Bob Wagner have set realistic goals. Students are given the opportunity to learn more about themselves in an open, informal atmosphere. Through group discussions and study, students work to set up some general career goals. The emphasis, however, is on gaining a general knowledge of the career world, not on the difficult aspect of making definite career decisions.

The second part of the new curriculum is a program entitled Experienced-Based Career Education (EBCE). This program offers students the opportunity to explore the career world by spending two three-hour periods per week in the community on various job sites.

This federally funded program, which is present in all Lincoln public high schools, will begin classes second semester at Northeast. Carol Hiskey serves as coordinator for the program at Northeast.

Together, the two programs provide a well-rounded educational experience in which students can develop an awareness of the career world and begin planning their education to meet their individual career requirements.

The career education programs show a concentrated effort by educators to assist students in preparing for their lives after high school. We as students have the responsibility of participating actively and enthusiastically in the programs.

With our active participation, the career education program at Northeast can develop into a strong source for students to obtain valuable career information.

SANDY SHADLEY

NORTHEASTERN

Published bi-monthly from September through May by the newspaper staff of Lincoln Northeast High School, 2635 North 63rd Street, Lincoln, Nebraska 68507. Advertising rates: $2.00 per column inch except when scheduled on a sliding or semester rate. Phone 466-7712.

Editor ..... Sandy Shadley
Assignment Editor ..... Linda Thomas
Sports Editor ..... Mark Renken
Sports Staff ..... Scott Ahlstrand, Susan Studnicka
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5976

Career Orientation Offers Personal View Of Job World

by Liz Strain

A class entitled Career Orientation has been added to the Northeast curriculum. The class, a requirement for sophomores meets twice weekly for one quarter.

"The class was devised to give sophomores a chance to get to know themselves, to learn how to work with others, to learn what to expect at a job interview and to learn some speaking skills," stated Carol Hiskey an instructor in the course and coordinator of the Experienced-Based Career Education (EBCE) program at Northeast.

Instructing the class are four Northeast teachers; Donetta Fansler, Bob Wagner, Bruce Raymer and Carol Hiskey.

Instructed on a very informal basis, the course is a modified version of one Mrs. Fansler had as a unit in her sophomore English classes.

The class offers students the opportunities to view the job world on a personal basis, and discover new areas of interest in the job market. Through the use of packets prepared by the instructors in the course and by travelling to actual job sights, students get to view the job world on a first hand basis.

I'm pleased with the kids," Hiskey said, "we've got some fun and educational things planned."

Steve Damkroger

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previously to members and then explained at the Board meeting is included as pages 53 and 54. A newspaper article which followed the Board meeting is included as page 58. Further newspaper stories and a radio interview followed in the next month and will be reported later.

DISSEMINATION ACTIVITIES

The project has not planned or carried out a dissemination campaign, since project resources are inadequate even for installing the program in the four Lincoln high schools. Nonetheless dissemination of the program has taken place on a small scale through presentations to the academic community through the work of the State Dept. of Education, presentations to the University staff and committees, and through presentations to community groups. The following is a list of those presentations:

UNL Career Action Commission
UNL Teacher's College Staff
Capital City Kiwanis
Downtown Rotary
Lincoln Junior League
Cosmopolitan Men's Service Club
Education Committee, Lincoln Chamber of Commerce

DATA COLLECTION AND EVALUATION

The Evaluation Report produced by the ESU #18 of Lincoln under contract with the project is attached as a separte section following these introductory remarks.

The goal of the EBCE project is to assist schools to develop and install programs which incorporate the principles of EBCE into the on-going philosophy and structure of the four Lincoln public high schools. The first year of the project was spent in developing an understanding of the EBCE concepts, constructing plans for installing and operating an EBCE program in each school, creating support for the program among administrators and staff, and gearing up the resources necessary to operate the program with students. Students were not enrolled in the program until the very last month of the project year except for a small number in a pilot testing situation, during the spring quarter.

The evaluation of the project for the first year focused, therefore, on the processes of project start-up and management, assisting schools in developing and installing the program, and gain in support for the project. The evaluation report is composed of five major sections:

Section 1 Report on Process Objectives
Section 2 Report on Faculty Attitudes
Section 3 Report on Student Recruitment for EBCE
Section 4 Report on Installation of EBCE in Schools
Section 5 Conclusions, Implications, and Recommendations

Section 1 is a review of the process objectives specified for the project which are displayed in the form of tasks and timelines by component. Those data were gathered by the evaluators through an interview with the project director, using the objectives previously prepared by the project staff. The summary statements, conclusions, and recommendations (Section 5) include validation of this interview through observation of project work and examination of documentation available in the project office and in the Coordinators' files in their schools.

Sections 2, 3, and 4 deal with the installation process. Data reports in Section 3, Student Recruitment, was gathered by the Coordinator at Southeast High School. Processes resulting in Sections 2 and 4 were designed and completed more or less independently of the project staff. To complete

this study, interviews were conducted with teachers and administrators and summarized. Except for data gathered from teachers related to the goals of the project, the report is simply a status report--no trend analysis is possible because data were collected only at one point in time, May, 1977. The analysis, conclusions, and recommendations were discussed by the project staff, and the project staff agree with the statements made by the evaluators.

The complete report is included in Appendix G - the final Appendix in this report.

STAFF EMPLOYMENT AND UTILIZATION

Staff for the project were recruited through the normal personnel procedures of the Lincoln Public Schools and are placed on the salary schedules of the district just as though they were regular employees of the district. Following is a list of full-time staff and their employment dates since the beginning of the project.

Director	Carl Spencer	October 1, 1976 -- present
Secretary	Stephanie Wawryszczuk	January 13, 1977 -- September 30, 1977 (resigned)
Coordinator Lincoln High School	Judy Roderick	October 1, 1976 -- present
Coordinator East High School	Ann Barry	November 1, 1976 -- present
Coordinator Southeast High School	Joyce Anderson	November 15, 1976 -- May 27, 1977 (resigned, left Lincoln)
Coordinator Southeast High School	LeeAnne Zaroban	June 6, 1977 -- present (replaced Joyce Anderson)
Coordinator Northeast High School	Carol Hiskey	March 28, 1977 -- present

The project is placed as a part of Student Services under the Director of Student Services. Policy for the project is made by the Policy Council consisting of the Director of Student Services, the Assistant Superintendent for Instruction, the Superintendent, the Director of Vocational Education, and the four high school principals (see chart on page 13). The job description for the Director and his vita are included in Appendix B.

Each of the Coordinators is assigned to one of the high schools and reprts jointly to the principal of that high school and to the Project Director. Their job description and vitae are included in Appendix B.

During most of the project year the Coordinators were involved in efforts to conceptualize the program elements of the project and to assist their individual schools to understand those concepts and plan for the implementation of these elements according to the unique factors existing in the context of their individual schools. Each of them specialized in one area of the project: Judy Roderick--Career Development, Ann Barry--Academic Resource Center, and Joyce Anderson--10th Grade Guidance Sequence. During the summer, however, the greater focus of attention was on the recruitment and development of community resources. As described in the section on Career Development beginning on page 24, each of the Coordinators and the Director took responsibility for several of the clusters, and development of the sites and learning activities associated with each of the clusters. They were assisted

by a team of teachers and counselors from the regular schools who were paid from Title IV-B funds to learn as they worked, and who included all but one of the staff members who were later working in the EBCE program with students in the fall.

Once school began the Coordinators were intensively involved in continuing the development of new sites and the refinement of old sites, but had to deal with the initiation and continuing management of the program at their schools as well. At the end of the project year they were asked to describe the average number of hours per week they were expending in each of the categories of their job descriptions, according to their daily calendar records. The results of this complication are displayed in the following chart:

TASKS AND HOURS PER WEEK OF EBCE PROJECT COORDINATORS — HOURS PER WEEK — FALL, 1977

	A	B	C	D	AVERAGE
PROGRAM MANAGEMENT AND INSTALLATION IN SCHOOL (M/I)					
1. Overall program planning, student management, etc., with EBCE staff.	1	3	3.5	8	4
2. Overall program planning with school administration.	1	1	1	2	1 1/4
3. Developing understanding and support among staff.	4.5	1.75	1	2	2 1/4
4. Developing understanding and support in community.	.5	3	6.5		2 1/2
5. Participating in committee work, teaching, monitoring, and other school activities not directly a part of EBCE.	11	2.75	1	4	3 3/4
Hours by Division 13 3/4					
Percent of Total 25%					
PROJECT MANAGEMENT (PM)					
1. Project staff meetings.	4	7	2.5	4.5	4 1/2
2. Individual meeting with project director.	1.5	1.25	1.5	1.5	1 1/2
3. Project reports and miscellaneous assignments.	3	1	3	3	2 1/2
Hours by Division 8 1/2					
Percent of Total 15%					
PROFESSIONAL DEVELOPMENT (PD)					
1. Professional reading (general and specific).		4.5			2 1/4
2. Attendance at workshops, classes, etc.		3.75			3 1/2
Hours by Division 5 3/4					
Percent of Total 10%					
GUIDANCE (G)					
1. Conducting individual guidance sessions.		1			1/4
2. Conducting group guidance sessions.		1	2	1	1
3. Identifying or constructing guidance activities	.5	1	2		1
4. Planning and staff development with EBCE and other staff.	1	3.5	2	1	2
Hours by Division 4 1/4					
Percent of Total 8%					
ARC (ARC)					
1. Analyzing student learning needs.			1.5		1/2
2. Designing learning programs for individual students.			5		1
3. Identifying or constructing learning materials.	1	1	4		1 1/2
4. Planning & staff development with EBCE and other staff.	1	1.5	2		1
Hours by Division 4					
Percent of Total 7%					
EXPLORATION (EXP)					
1. Describing clusters and identifying sites.		2	1.5		1
2. Recruiting sites.		1	1	1	1/2
3. Analyzing sites and developing learning packages.	6.25	2.75		12	5 1/2
4. Monitoring learning activities at sites.	3.5	8.75	6.5	8	7
5. Refining learning packages and developing site capacity.	2	9	1		3
6. Organizing exploration activities.	.5		4		1
7. Transportation: organizing and carrying students.		1	1	4	1 1/2
8. Debriefing individual and groups of students.		1.5			1/2
Hours by Division 20					
Percent of Total 35%					
Total hours in an average week	48.5	64	53	51	56

Conclusions drawn from these data are (a) the Coordinators are working at such a rate that they are in danger of burning out; (b) their work in the community sites and career development areas must be better balanced with more time devoted to work in their local schools, particularly to inform and gain support from school staff; (c) additional resources must be devoted to the task of recruiting, developing, and refining community resources; (d) the formation of cluster teams similar to those used during the summer would have several advantages. Among these are (1) providing additional resources, (2) providing expertise from subject matter areas in the conceptualizing of a cluster and planning learning activities, (3) giving an opportunity for direct involvement by school staff who then usually become supporters of the program. Such a plan is now under discussion by the Policy Council.

The problem of recruiting qualified staff members was presented on page 50 of this document. The problem was caused by (a) the uncertainty of funding, (b) the late starting date, (c) appreciation by candidates of the difficulty of the job, and (d) unwillingness of the district to pay "combat pay". Nonetheless the staff who were employed are of high quality and devote their time beyond the call of duty. Appraisals by the director disclose only a few gaps in the demands made upon their skills, and those are rapidly being closed by experience and training.

STAFF DEVELOPMENT

Because the project's goal is to assist in the development and installation of a new program in the four high schools, a considerable portion of the project's resources were invested in staff development activities. These activities were more informal and continuing, however, than they were individual, specific "workshops" or "training programs".

For project staff, development of knowledge, skills, and attitudes was a matter of continuing discussion and development of concepts in staff work sessions, continuing assignments and critique and selective reinforcement, and many individual conversations carried out by the project director as a sort of "on-the-job" training.

In many ways the work of the Coordinators was, in turn, much the same with staff members of local schools. The concepts and program activities necessary for the EBCE operation were developed over a long period of time through individual conversations, small group discussions, a few presentations to larger groups, work sessions, task forces, etc.

The project director also gave considerable attention to the development of concepts and operational plans with various administrators of the district through work sessions, written and visual presentations, and visitations to EBCE sites.

One of the first major examples of a concrete staff development activity was the visitation to the RBS model sites at Olney Academy in Philadelphia and Washington Township High School in New Jersey in the spring of 1977. Two principals, two assistant principals, three project staff members, and two school staff members participated, as a follow-up to an earlier visitation carried out during the planning grant with other administrators and project staff members.

A second visitation took place to Wichita later in the spring, when a number of school staff members and project staff members spent a day exchanging concepts and stories with the EBCE project personnel at Wichita, as a way of getting a final grip on the organization of the activities to be carried out in Lincoln.

Several project staff members and staff members of schools who were to be intimately involved with the EBCE program also attended the National Career Education Conference in Houston as participants and presenters, and other workshops in which EBCE was a major topic in Kansas City, San Francisco, and Fort Worth.

As a part of the development of each component, a number of work sessions were organized which included project staff, school staff, and administrators. After meeting on the district level, these task forces split into like groups at the individual school level (see organization chart on page 14). These sessions and their products have been described in detail in earlier quarterly reports and summarized in the appropriate section under MAJOR ACTIVITIES, EVENTS, AND OUTCOMES in this document.

Formal staff development was conducted by consultants from RBS for project and school staff members in late May and early June. These sessions as are summarized as follows:

a. Chuck Tarino, director of technical assistance for RBS, led a two-day workshop in May to clarify the major concepts of EBCE and offer assistance in solving major policy problems. It was attended by principals, central office consultants and administrators, project staff, and various interested local school staff.

b. Later in May, Joan McCall conducted a two-day workshop, primarily for project staff, to give assistance in finalizing plans for clusters and career development activities and to train EBCE staff in the processes of recruiting, analyzing and developing community sites.

c. In early June, Penny Traver conducted a workshop on the principles and practices of the Academic Resource Center as it is developed at Olney School in Philadelphia. This session was attended by project staff and local school staff identified as those who will be conducting the EBCE program with students next fall. These two days were followed by another two days of work on the guidance activities of EBCE conducted by Carolyn Friedman which was attended by a number of guidance counselors and assistant principals from various high schools as well as project and prospective program staff. This latter workshop resulted in a complete curriculum guide for one semester which will be used in all schools next fall.

Staff Development/Curriculum Development workshops were conducted in all schools to complete the sequence of career educational planning activities to be delivered to all 10th grade students in the district next year. At Southeast the workshop involved only the counselors and the curriculum will be delivered by counselors through English classes. At LHS the workshop involved counselors and some other staff and will be delivered by them through a regular quarter course format. Training of the counselors in the group guidance skills has taken place throughout the year on an "apprenticeship" basis--the counselor worked with a trained staff person with a group of stu-

dents and was trained by observation, discussion, and joint planning. At Northeast, two teachers revised the curriculum which had been prepared and taught earlier by one member of the team. The other member is an English teacher who also holds guidance certification. At Northeast the curriculum will be offered through a quarter course, be taught by teachers and one counselor. The curriculum will be offered as an integrated part of English classes, the teacher-advisor system and individual counseling.

These curricula are too voluminous to append to this document. They are consistent with the general curriculum outline submitted in an earlier report.

Development of concepts and attitudes with community resource persons began with the members of the Advisory Council through presentations of written material, audio-visual media, and discussion. Similar development took place with individual community resource persons during the process of recruitment and development, usually on a one-to-one basis between a project staff member and the resource person. A formal "training" session was held by the project for site coordinators in late August and early September just before the students were to begin attending sites. An agenda and a copy of the report are included as pages 67-70. Additional sessions are planned to assist community resources to improve their learning activities during the second year of the project.

To prepare project staff and other school staff for the tasks of recruiting and developing community resources, a workshop was held in July jointly led by Ed Schwartzkopf, Director of Student Work Programs; Buford Jones, Director of Vocational Education; and the Project Director. Topics treated were concepts of EBCE, communication to community persons, analyzing of community sites, constructing learning activities, and other skills and knowledges necessary for establishing the career development program.

Staff development is a major activity of the EBCE project, and a number of additional emphases will be addressed during the second year of the project.

Date August 19, 1977

To Community Resource Persons for EBCE

From Carl spencer, Direct, EBCE Project

Subject Sharing session

You are invited to a sharing session with EBCE staff and EBCE site coordinators and instructors to be held Monday afternoon, August 29, from 3:30 to 5:00 at the north end of the top floor of National Bank of Commerce.

The session is sponsored by the Advisory Council of the EBCE Project. It will deal with such topics as the following:

1) how can student activities be made maximally effective?
2) what are the best ways of carrying out responsibilities regarding student attendance and behavior?
3) how shall school and community site communicate effectively?
4) how can we assure that information and opportunities are free of bias regarding sex, culture, and economic status?
5) how can we evaluate student experiences to determine what is working, what needs changing, and how to change it?

We expect the session to include some large group presentation, but mostly to be small group discussion with reporting to the whole group of ideas, issues, and possible solutions.

At this time it seems likely that a similar session might be helpful following the first run-through of the activities at the site. So we are tentatively planning a follow-up session for October.

The session is open to anyone from your site that you would like to have participate. However, this memo is going only to the site coordinator, and we trust the coordinator will invite others who are interested or would benefit from the discussion.

Date August 31, 1977

To EBCE/Site Coordinators

From NBC

Subject REPORT OF SHARING SESSION

Twenty-four representatives of community organizations and businesses signed in, and another seven representatives of Lincoln Public Schools also attended.

After introductions, the EBCE slide-tape was shown. Discussion of benefits and problems or concerns followed, first in groups of two, then in groups of four. Reports from the groups were summarized and the major points with the response of the project director are presented below.

BENEFITS OF THE EXPERIENCE-BASED CAREER EDUCATION PROGRAM

1. Provides work seekers more knowledge for career decisions-making
2. Provides practical experience for students
3. Presents high school student in a more positive image to the community
4. Helps students understand how the economic world is put together and what makes it run
5. Increases student options by providing a larger information base about potential careers
6. May encourage more stability in post-secondary education and training programs
7. May result in longer stay in a career field because of better initial choice
8. Provides mechanism for possible recruitment by employees
9. Allows additional business input in community life
10. Provides benefits to community at a very little cost
11. Presents business in a positive way to community--business does care
12. Presents opportunities for community-school cooperation and encourages development of further opportunities
13. Helps employees understand their own jobs and their place in the organization

PROBLEMS AND CONCERNS

1. Which students will be in EBCE?
   No students are excluded. All students are invited wish to know more about careers, the world of work, and the community. Students now registered are representative of the entire student body in terms of grades, abilities, attendance, and general behavior.

2. What are students expect to learn from community experiences?
   The goal of group explorations is for students to determine whether or not they are interested in particular career areas (clusters). Community resources provide direct experiences which represent the entire cluster area. Students choose the cluster they will explore, but their interest cannot be guaranteed for four weeks. It is as important for them to learn what they don't like as what they like. Providing active experiences will keep most students involved, but students who lose interst entirely may be moved to a different cluster. Students are not expected to learn skills nor do productive work; they are not paid.

3. What do students do?
Tours and explanations are needed for orientation, but as much as possible students should be involved in active rather than passive learning situations. Active learning may be provided by problem-solving, role-playing, case-studies, hands-on experiences, simulations, and actual participation in work situations when possible.

4. What record is there of what students learn?
Learning packages written jointly by the community resources and the EBCE staff provide the guidlines for learning. EBCE staff will work directly with site person to improve these packages. Student input will be requested as additional assistance in making learning activities interesting and helpful.

5. How can students get an "accurate" picture of a career area?
During group exploration, a wide variety of "representative" experiences is sought. The hope is for the student to catch the essence of what the area is like. When a student defines a heavy interest in a specific career, the student may SPECIALIZE. A SPECIALIZATION is an individual learning agreement written jointly by a student, a EBCE staff member, and a community resource person which specifies career development learning activities and associated "academic" learning activities which the student pursues independently with the aid of a resource person. The breadth of the group EXPLORATION and the depth of the individual SPECIALIZATION students who choose to PREPARE for this career and even those who are already working in a career may change their values or obtain additional information which lead them to change career interests, even in middle life. We will encourage students to explore for at least a semester before specializing.

6. What preparation do students get before coming to a site?
Students participate in activites to help them define their interests and to choose appropriate career clusters to explore. Expectations regarding attendance, appropriate dress and behavior, and transportation are presented and discussed. But no attempt is made to provide students an information base about a cluster or specific sites. The thing which makes EBCE different from school is a that this information is to come through direct on-site experiences rather than through indirect presentation from texts, films, or lectures. In further keeping with this philosophy, we will not make a serious attempt to dissuade students from exploring a cluster because of our estimations of that students interest or ability. In the first place we don't know enough about the importance of "desire" in success, and secondonly if we can't persuade a student to study math until the student sees the need for it in the electronics shop, how should we do the opposite--that is convince students they are not interested in something? In the EBCE program, the school staff act as coordinators and interperters of learners; the community site acts as the deliver of the learning experiences, not the EBCE staff.

7. What about "problem behaviors" of students on site?
Sites will be asked to check attendance closely and report absences immediately (see attached draft form provided for your comment). EBCE and other LPS staff will attempt to visit each site while students are present. You are invited to call the cluster coordinator anytime there

is a problem regarding content of the learning activities. And call the appropriate high school coordinator whenever there is a problem with a student. If you have trouble making contact, call the project director. Sites are responsible for students, and sites have the right to eject or exclude a student. But please call before a problem reaches that magnitured if possible, and be certain to call if you must eject or exclude a student. Our belief is that 99% of the students will act more adult in the adult community than they do at school or at home and we will have very few behavior problems on sites.

8. What about transportation?
At this point, we expect students to provide their own transportation through (a) their own cars, (b) public transportation service, (c) parents or friends. We may ask for volunteer drivers. The EBCE program probably belongs in 9th and 10th grades if we could solve the transportation problem.

9. How about safety and liability?
Students should be instructed and equipped for safety and excluded from dangerous areas and activities. LPS has no liability insurance; most business sites have insurance for victims. There is no way students, parents, or the school to "take away" the liability of a site in case of negligence, just as teacher or principal is liable in case of negligence. However, students will have health and insurance coverage. There has been no liablity suits in the first 5 years of EBCE history.

10. How many students will be at a site, and when?
During exploration the students will come in groups of 6 to 8. The tentative schedule for explorations during the first school quarter is enclosed. Be sure to call if there is any problem with the dates.

Following this discussion, the group agreed to meeet again after the first experiences with students to further discussion problems and especially to think about how to improve the learning activities.

Attachments &
Enclosure

CONCLUSIONS, IMPLICATIONS, AND RECOMMENDATIONS

During its 1st year, October 1, 1976 to September 30, 1977, the EBCE project made noteworthy progress on its goals, thanks to the support of administrators and staff of the district office and the high schools, the cooperation of community resources, and the energy and skills of the project staff.

The project is firmly established as a high priority activity in the district under the direct supervision of the Superintendent and the Policy Council. High school principals have a growing sense of ownership of the project as a whole as well as the operation in their individual schools. The project must maintain its commitment to pass the leadership to on-going organizational structures and find even more effective strategies as initial enthusiasm begins to wane and the end of the project looms near.

Among the teachers and counselors of the high schools and the consultants at the district office, the attitude in general is tolerance at best, with a considerable amount of ignorance, misunderstanding, suspicion, and downright hostility still present at the end of the first year. Although gradual progress has been made throughout the year, this progress was made by working through task force groups and employing teachers and counselors to help recruit and develop community resources, and the project must devote significant resources to improvement of understanding and support EBCE concepts and activities among school and district staff this coming year. Greatest success has come when persons have had some specific task such as planning learning activities for the ARC or recruiting a community site or developing a learning package for a cluster, or when project staff have worked individually with others. Faculty-wide presentations, newsletters, etc. seem to have little positive effect. During the second year the project will propose to involve many more key staff persons (consultants, department chairpersons, opinion influencers, early adopters) in actual work on the EBCE program, particularly in recruiting, developing, monitoring, and improving Exploration sites, and assisting in developing and evaluating Specialization projects. To accomplish this, however, will require commitment of resources in addition to the project budget, and through support of the Assistant Superintendent for Instruction, this additional commitment seems likely.

And even though the general level of support among administrators is high, it seems that their concept of EBCE is rather limited and their ambition for the program fairly restricted. As the evaluators point out, the project must either find a way to help administrators see EBCE as a way of delivering education to students, or rest content with the establishment of well-organized add-on courses in career exploration. The matter comes into focus on the issue of the ARC. An ARC is not necessary if one intends only to offer an "Course in Exploration". The concept of an ARC becomes meaningful only if one views EBCE as a framework for delivering the total educational program for a student. In that case the Learning Coordinator establishes a meaningful adult guidance relationship with each student; together the learning coordinator and the student diagnosis the student's learning needs and plans learning activities (both "academic" and "career") to meet those needs. Those activities incorporate both in-school and in-the-community learning resources. The key point is that this Career/Educational Plan begins with the learning needs of students rather than with the course offerings of the high school. The fact is that these course offerings sometimes do not offer appropriate content or are not taught with appropriate methodology, or are too inflexibly scheduled to fit into a well-reasoned plan to meet the students learning needs. The ARC then becomes a means of

organizing the appropriate instructional activities, using individual projects, tutoring, individualized materials, and certainly, regularly scheduled classes of the high school--where appropriate.

It is true, however, that this broader concept of EBCE, in which the role of the ARC is central, requires more revamping of educational philosophy and practice than simply adding on a course in Career Exploration. It is doubtful that the project will have resources or time in the three years alloted to it to assist all high schools to adopt that concept of EBCE (which is consistent with the nationally promulgated model). What is more likely is that one or two schools will make significant progress in that direction, basing this progress on movements in similar direction made in the past few years, and that other schools will adopt that concept more slowly, or possibly be content with adding better programs in career development and career guidance. During the next two years the project will work with consultants, administrators, and school staff to make more concrete the idea of "what EBCE would look like if it were integrated into an ongoing school operation." Whether this concept actually is installed will depend jointly on the ability to make it concrete and the support for it among administrators and staff.

A third major area of project effort and progress is building the necessary base of community resources to support the career development component. Community response to the recruitment and development effort has been outstanding. More community sites have agreed to help than the program presently needs, although there is shortage in some particular areas such as performing arts, or ground transportation. Only about 10 percent of the sites recruited preferred not to assist in the program. All but a very few of the sites have agreed to continue in the program, even after one or two uses in a very few weeks. Although there is considerable discussion about "students who are not prepared" or "students who do not seem to be interested" there is considerable understanding that the Exploration program is intended to help students sort out their interests rather than to provide more in-depth experiences for students who have already identified an interest. The project will try to help community resource persons understand that it is just as important to help students discover what they are not interested in as it is to help them develop an already-identified interest. Further, the project must distinguish between the low-level Exploration experience, and the more sophisticated "Investigation", and allow site resources to choose which level they wish to assist with in the program. Additionally, the project must develop Specialization sites by second semester of the second year since a number of students will have identified tentative career plans and need to test their hypotheses in a more intensified work environment over a longer period of time. Finally, not only does the project need to improve the learning activities at many sites already developed, but it also needs to develop many more additional sites to handle the increased number of students projected for the second semester and the second year of the program. Improving the learning activities involves not only making them more activity-based and more inherently interesting at the site, but also re-thinking the meaning of a cluster and how to help students underatand the essence of a set of careers included in a cluster. Accomplishing these tasks will require more resources than are available to the project. But the project proposes during the second year to involve high-quality, strategically-placed school staff to assist in this task, which will not only increase and improve our ability to deliver good career development experiences for students, but also help us build understanding and support for the principles and activities of EBCE in local schools. It is understood that only a commitment of other funds available to the district will make this plan possible.

A fourth major area of project responsibility was developing and installing an operational program in each high school beginning in the fall of 1977. In three high schools such a program was operating on time; in the fourth, the start-up was delayed because the Coordinator was not employed until nearly April. To achieve this goal, the project provided input in the form of written materials; visitations to existing EBCE sites, presentations and discussions of concepts and issues; training sessions, some conducted by project staff and some conducted by consultants; work sessions with district and school level task force groups; and many hours of conversations and planning with individuals by the Project Director and the Coordinator assigned to the school. As the result of these activities, a general operational plan exists at each school which has been supplemented by many specific procedures developed as the need arose. Issues of credit, student selection, assignment of teachers, location of facilities, provision for equipment, content to be offered in the ARC, and means of organizing, monitoring, and evaluating student activity have been faced and satisfactorily resolved, at least for the first year. Several of these issues will re-occur as the concept of EBCE broadens during the second year, and specifically the issues of "What is an ARC?", the assignment of staff, and providing facilities. But the major operational problem appears to be transportation of students. As the program opened, it was hoped that students would be able to provide their own transportation, using their own cars and sharing rides, or using the public bus lines. These arrangements are not adequate--there are not sufficient cars, particularly among 10th grade students in less affluent sections of the city, and the bus routes are too time-consuming and do not come close to some of the best sites. As a stop-gap measure, project staff have been transporting students. Since they were attending the sites anyway in order to monitor the activities and support the site personnel, it required only spending a little time making certain all students had a ride. But as the number of students grow, as the number of 10th grade students increases, and as the necessity to attend each site lessens, the transportation problem is going to increase. At this point there is discussion of organizing parents and other volunteers, using public school buses to transport students to sites and letting them get home on their own, and continuing the practice of monitoring sites by adding other school staff as resources and asking them to help transport students. Organizing parents and volunteers is time-consuming and sometimes not very dependable. Using school buses establishes a precedent the district administrators may wish to avoid if possible, and since they would not be available to return students to their home schools, some students might develop conflicts with extra-curricular activity or work schedules. Continued use of EBCE project staff, program staff, and other school staff could occur only if additional resources are allocated, and if the question of liability while transporting students proves not to be a handicap.

A final note on the matter of installation of an operating program was provided by the evaluation report in which the team commented that as they talked to building administrators, the detail questions of daily operation loomed larger in their minds than the more over-reaching issues regarding the nature of career development, reorganization to provide flexibility in delivering instruction, reallocation of human and material resources etc. which seem more important to project staff. There are at least two lessons in this for the project: (1) the operational questions must be resolved satisfactorily, and (2) the more far-reaching problems will be encountered and resolved only if the project staff are persistent and skillful and patient.

Lastly, what about project goals for students? As noted on many occasions previously in this report, the overall project goal is to assist schools to adapt and install a program model for which student achievement has already been validated. The stance of the project is that measurement of student outcomes will take place as a means of measuring whether program installation has actually occured rather than to validate the EBCE model as an educational program. Therefore the project has alloted fewer resources to the measurement of student outcomes, and more to assisting schools to adopt the model and helping them get it into operation. For that reason and a second reason, there is no report on student outcomes in this first year document. The second reason is that students were actually in the program only five weeks before the end of the project year. No objective measures of student progress were taken during that time. But baseline data were gathered from which to ascertain future progress in the program. Student performance data will be a major section in the second-year project interim report.

In summary, the project made commendable progress on its goals for the first year. It now sits in a favorable position to make further progress on its goals. The scope of work adopted by the Policy Council for the project for the second year is extensive. Completing it will require allocation of considerable resources in addition to the project budget. It appears that that commitment is present, and there is every reason to believe this scope of work may be completed satisfactorily during the second project year. Following is a copy of the "Areas of Emphases" as presented by the project to the Policy Council and approved by them as a part of planning for the coming year.

AREAS OF EMPHASIS FOR THE EBCE PROJECT 1977-78

1. Have complete program installed and operating with at least 40 students in each of the high schools by beginning of second semester.

2. Have at least 20 clusters developed for exploration with sufficient alternative sites so that all students may explore in one of their three top choices, but second semester; have evaluated all cluster activities and revised at least 10 clusters by second semester.

3. Have at least 25 clusters developed by fall of 1978, and have evaluated and revised at least 18 clusters.

4. Have differentiated between exploration and investigation experiences, and have investigation experiences developed for at least 10 clusters by fall of 1978.

5. Have recruited and developed at least 20 specialization sites by second quarter, 40 by third quarter and 60 by fall of 1978 and have placed students appropriately in such sites.

6. Have individualized learning opportunities available in at least two "basic skill" areas and two "content subject" areas in each high school by second semester; conduct necessary staff development sessions in individualized learning.

7. Construct a model of school operation in which EBCE principles and concepts are a part of the on-going structure and operation of the school; use the model to build awareness and understanding of the EBCE concepts and as a springboard for further planning in individual schools.

8. Conduct at least two hours per week of group and individual guidance with each student in each high school by second semester; have alternative guidance curriculum available for students who are in the program for more than one semester.

9. Conduct awareness sessions with project staff, school staff, students, and community site resources regarding the reduction of sex bias in career development programming and guidance in general; plan specific programming for students to analyze the problem and develop strategies to deal with it.

10. Develop program models for placement of existing students in each high school; implement such a model on a pilot basis in at least one high school.

11. Plan, collect, and report data about student outcomes and achievement of process objectives.

12. Administer the project efficiently and effectively.

APPENDIXES

	TITLE	COLOR CODE
A	PROCESS GOALS BY COMPONENT	ORCHID
B	EBCE STAFF VITAES AND JOB DESCRIPTION	BLUE
C	COURSE FOR 10TH GRADE SEQUENCE FOR LHS	PINK
D	WORKBOOK FOR CAREER SEQUENCE	GREEN MIST
E	COURSE FOR 10TH GRADE GUIDANCE SEQUENCE FOR NE	SALMON
F	ANNOTATED COPY OF EBCE FLIPCHART	RUSSETT
G	EBCE EVALUATION REPORT	GOLDENROD

APPENDIX A

PROCESS GOALS BY COMPONENT

(ORCHID)

Section I

The following table is a summary of the status of the first year process objectives for the Lincoln EBCE project. The objectives are from the first year working plan constructed by the project staff. The evaluators met with the project director in June 1977 to judge the relative status of the objectives based upon evidence available either in already compiled project documents (project director's summary, staff quarterly reports, etc.) or from answers of the project staff to clarifying questions by the evaluators. This summary can best be described as an audit; and as such, the status reported here is based upon the subjective judgment of the evaluators. Unless otherwise noted on the summary table, the objectives were considered to be completed.

TABLE

SUMMARY OF ACHIEVEMENT OF FIRST YEAR
PROCESS OBJECTIVES

OVERALL TASK I - MANAGE PROJECT			PRESENT STATUS *
Obj. 1.	Organize Project		
	1.1	Choose project director	
	1.2	Establish project in district organization system	
	1.3	Establish project management system	
	1.4	Select and orient staff members	
	1.5	Prepare overall program of work and timeline (revised to fit new start-up date)	
	1.6	Prepare general evaluation plan	
	1.7	Organize Advisory Council	
Obj. 2.	Operate Project First Year		
	2.1	Manage plan of work by reviewing progress of plans for accomplishing sub-goals and tasks, adding and revising as necessary.	
	2.2	Make detailed review (and revision if necessary) of overall program of work and timeline	
	2.3	Report progress to cabinet, advisory council, and program officers (Quarterly Report)	
	2.4	Manage budget (Quarterly Report)	
	2.5	Appraise staff (Quarterly Written Report)	
	2.6	Prepare Mediated presentation of project	
	2.7	Prepare and implement plan for reaching each target group	
Obj. 3.	Prepare Plan for Second Year of Project		
	3.1	Prepare interim evaluation report summary	
	3.2	Prepare "issues and alternatives" paper and submit to project policy council	
	3.3	Prepare "recommended second year program: paper	
	3.4	Prepare draft of project continuation proposal for second year and submit to project policy council	
	3.5	Revised first draft and submit for final approval	
	3.6	Submit second year proposal to program officer	
Obj. 4.	Operate Project Second Year		
	4.1	Select staff (if necessary)	
	4.2	Prepare program of work for second year (remainder of tasks will be similar to those of Section 2)	NC
Obj. 5.	Prepare Plan for Third Year of Project Tasks will be similar to Section 3		NC

* NC Not Completed
PC Partially Completed
R Revised
O Ongoing

	PRESENT STATUS
Obj. 6. Operate Project Third Year Tasks will be similar to Section 2	NC
Obj. 7. Prepare Plan for Continuation of Project by District (if needed)	NC
OVERALL TASK II - DEVELOP AND INSTALL "FIRST-TRY" 10th GRADE SEQUENCE OF CAREER/EDUCATIONAL PLANNING GUIDANCE ACTIVITIES IN EACH HIGH SCHOOL	
Obj. 1. Develop and Operate General Management Strategy with Student Services Department	
1.1 Establish goals as joint goals of project and Student Services Guidance Department	
1.2 Establish method for district-wide and local school participation in developing and installing program, specifying responsibilities and tasks of each level	
1.3 Develop plan for monitoring, evaluating and reporting	PC @ SE
1.4 Operate plans for developing, installing, monitoring, evaluating and reporting	PC
Obj. 2. Develop "First-Try" Program	
2.1 Define content of program by developing student outcomes written in performance terms	
2.1.1 Write overall goals and objectives	
2.1.2 Prepare content analysis	
2.1.3 Assemble sets of detailed student outcomes	
2.1.4 Group outcomes according to analysis	
2.1.5 Prepare general scope of student outcomes in standard form	
2.1.6 Validate scope by submitting to various groups (district-wide, in each school, expert opinion)	
2.1.7 Revise as necessary	
2.2 Create annotated or recommended list of program activities to achieve student outcomes	
2.2.1 Assemble available program activities from commercial publisher, local materials, etc.	
2.2.2 Analyze each activity for suitability in general program in terms of cost, effectiveness ease of installing and operating, etc.	
2.2.3 Correlate acceptable and recommended activities with scope of student outcomes	
2.3 Present scope and sequence to schools in accordance with local development and installation strategies	
2.3.1 Analyze each local school strategy	
2.3.2 Recommend to each school the best use of centrally prepared material	
Obj. 3. Develop and Operate Necessary Staff Development Activities for "First-Try" Program	R
3.1 Determine staff development needs	
3.1.1 Analyze skills necessary to operate suggested general program, and each local school program	

PRESENT STATUS

3.1.2 Compare with existing skills in each case, determine skills needed

3.2 Prepare minimum necessary staff development activities

3.2.1 Analyze needs, prepare goals and objectives

3.2.2 Assemble descriptive list of available resources

3.2.3 Determine best use of available resources to meet program needs, at district and local building levels

3.2.4 Plan with each building to establish program of staff development, including goals, objectives, resources, program activities, timeline, target group, budget, etc.

Obj. 4. Plan and Operate "First-Try" Program in Each School

4.1 Establish planning mechanism in each school

4.1.1 Analyze scope and impact of program

4.1.2 Analyze resources, organizational scheme of school

4.1.3 Determine general management strategy

4.1.4 Establish planning and decision-making mechanisms

4.2 Prepare "First-Year" program plan

4.2.1 Analyze materials provided from district-level

4.2.2 Analyze local needs, goals, and constraints

4.2.3 Prepare draft of plan, including tasks and timeline

4.2.4 Get approval of draft from decision-making mechanism

4.3 Prepare "First-Year" management and evaluation plan

4.3.1 Establish responsibility for managing first year operation and assign

4.3.2 Analyze needs for materials and plan for producing or obtaining materials

4.3.3 Analyze staff development needs and prepare plan for staff development — PC @ LHS

4.3.4 Determine key events and decisions and plan data collection procedures — PC

4.4 Determine key events and decisions and plan data collection procedures — PC @ SE

Obj. 5. Plan Revision of "First-Year" Program

5.1 Evaluate "First-Year" program at local and district levels

5.2 State program needs for second year

5.3 Set program goals and major objectives for second year

5.4 Construct plan for revision

OVERALL TASK III - ESTABLISH SYSTEMS FOR DELIVERING ALLIED INSTRUCTION IN EACH HIGH SCHOOL

Obj. 1. Develop District Policies and Principles of Model for Delivering Allied Instruction

1.1 Obtain input from consultants

1.1.1 Construct analysis paper analyzing RBS model:

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philosophy subject areas, materials used, organization, credit, costs, facilities, etc.

1.1.2 Ask consultants to correlate the RBS model with present state of individualized and flexible instruction in LPS

1.1.3 Identify key issues, problems, questions

1.2 Obtain input from district task force

1.2.1 Determine school and central members of task force

1.2.2 Define role and tasks of district task force

1.2.3 Ask task force to respond to analysis paper

1.3 Construct working paper

1.3.1 Analyze input from consultants

1.3.2 Analyze input from district task force

1.3.3 Collect and analyze input from individual schools

1.3.4 Write working paper defining tentative policies and principles and incorporating input

1.4 Gather input from significant groups using working paper

1.4.1 Hold discussion sessions with English, math, social studies, science, and media chairperson

1.4.2 Hold further discussion sessions with consultants

1.4.3 Hold feedback sessions with local school staffs

1.5 Construct draft of position paper for Policy Council

1.5.1 Analyze feedback from discussion sessions

1.5.2 Analyze requirements of overall EBCE model

1.5.3 Analyze constraints present in various implementation sites (local schools and central office)

1.5.4 Prepare draft and discuss with project staff, Ass't. Supt. for Curriculum, with consultants and with selected school staff

1.6 Prepare final draft of position paper for Policy Council

1.6.1 Submit working draft to district task force

1.6.2 Revise working draft as necessary

1.7 Prepare district policy and principles statement for delivering allied instruction

1.7.1 Submit draft of statement of Policy Council

1.7.2 Revise as necessary

1.7.3 Publish when revisions are complete

Obj. 2. Develop "First-Year" Model and Installation Plan to Establish Allied Instruction in Each High School

2.1 Develop planning capacity (in each high school)

2.1.1 Analyze scope and impact of delivery service

2.1.2 Analyze resources and organization scheme of school

2.1.3 Determine general management strategy in school

2.1.4 Establish planning and decision-making mechanisms

2.2 Prepare first draft of "First-Year" model

2.2.1 Analyze district policy statement

2.2.2 Analyze constraints of local situation (i.e., staff attitudes, management styles, place and facilities, etc.)

			PRESENT STATUS
	2.2.3	Construct working paper including such items as: goals and purpose, general descriptions, content, delivery mechanisms, credit, staffing, organization, accountability, relationships to other school programs	
2.3		Prepare general adoption strategy (by planning group)	
	2.3.1	Identify constraints and facilitators	
	2.3.2	Identify means of maximizing facilitators	
	2.3.3	Identify means of overcoming constraints, and which constraints may not be overcome	
	2.3.4	Obtain input from other schools in sharing session	
	2.3.5	Determine genreal adoption strategy	
	2.3.6	Revise working paper as necessary	
2.4		Orient staff according to adoption strategy	O
	2.4.1	Prepare materials and presentation	
	2.4.2	Schedule and held sessions called for in strategy	
	2.4.3	Collect feedback on achievement of process objectives in strategy	
	2.4.4	Prepare and operate second-try strategies when necessary	
2.5		Prepare final draft of "First-Year"model	PC @ SE, EAST, LHS
Obj. 3.		Prepare and Operate Installation Plan	
3.1		Register students and analyze learning needs	O
	3.1.1	Prepare orientation to students for total EBCE model, including specifics from Career Development component, Guidance component, and Allied Learning component	
	3.1.2	Plan and implement orientation strategy for students and parents	
	3.1.3	Collect registrations	
	3.1.4	Plan and implement strategy for identifying learning needs of registered students	
3.2		Obtain needed learning materials	O
	3.2.1	Analyze subject areas, delivery mechanisms, organization and facilities	
	3.2.2	Analyze existing learning materials and determine needs for additional materials	
	3.2.3	Prepare list and description of alternative materials	
	3.2.4	Analyze alternative materials for cost-effectiveness and constraints	
	3.2.5	Determine materials to be purchased and those to be constructed	
	3.2.6	Order materials to be purchased	
	3.2.7	Plan for and commission construction of materials to be constructed	
3.3		Prepare organizational system for delivering allied learning to students	O
	3.3.1	Define purpose of allied learning and philosophy of instruction to be implemented	
	3.3.2	Analyze constraints imposed by facilities, overriding school requirements for crediting, absence reporting, etc.	

			PRESENT STATUS
	3.3.3	Specify management/organizational needs	
	3.3.4	Generate alternative strategies to meet identified needs by examining RBS materials and other similar materials	
	3.3.5	Choose optimum management scheme for trail in first year model	
	3.3.6	Construct materials to implement management strategy	
3.4	Select program staff		
	3.4.1	Orient all staff to EBCE	
	3.4.2	Write job descriptions for all EBCE program staff	
	3.4.3	Determine staff selection procedures and get commitment from staff needed to handle anticipated student enrollment	
3.5	Train program staff		O
	3.5.1	Orient all staff to EBCE	
	3.5.2	Describe tasks and requisite knowledge, skills, and attitudes	
	3.5.3	Analyze selected staff to determine needs (gaps between present and minimum level competencies in knowledge, skills and attitudes)	
	3.5.4	Describe requirements of needed training program	
	3.5.5	Obtain or design training program to meet requirements	
	3.5.6	Plan operation of training program	
	3.5.7	Conduct training program	
	3.5.8	Evaluate achievement of objectives of training	
	3.5.9	Plan additional training as necessary	
3.6	Prepare detailed operational plan		PC
	3.6.1	Review general description of model for school	
	3.6.2	Plan for scheduling of students	
	3.6.3	Plan assigning, monitoring, and evaluating procedures	
	3.6.4	Plan procedures for validating credit in school structure	
	3.6.5	Plan procedures for assigning and reporting credit	
	3.6.6	Plan for use of physical facilities, including identification of equipment needed or remodeling necessary	
	3.6.7	Plan for assignment of staff	
	3.6.8	Place responsibility for supervising program and assign	
	3.6.9	Identify key decisions and events, and signs of satisfactory performance	NC
	3.6.10	Determine data needs and data collection procedures	NC
	3.6.11	Determine documenting and reporting procedures	NC
Obj. 4.	Operate "First-Year" Program Plan		O

OVERALL TASK IV - CAREER EXPLORATION

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Obj. 1. Develop Planning Capacity
- 1.1 Establish and orient district-wide planning groups
- 1.2 Establish and orient community planning group
  - 1.2.1 Identify appropriate membership
  - 1.2.2 Recruit members
  - 1.2.3 Orient members

Obj. 2. Describe Exploration Program Element
- 2.1 Describe nature of career exploration
  - 2.1.1 Summarize literature on career exploration
  - 2.1.2 Summarize local experience with career exploration
  - 2.1.3 Analyze career exploration programs, particularly EBCE
  - 2.1.4 Write analyze paper
- 2.2 Determine general nature of cluster system to be used
  - 2.2.1 Identify possible cluster systems
  - 2.2.2 Analyze alternatives for needs with students, school staff members, community resources
  - 2.2.3 Write position paper
- 2.3 Describe general characteristics of Exploration Units
  - 2.3.1 Determine desired student outcomes
  - 2.3.2 Determine appropriate student activities
  - 2.3.3 Determine appropriate instructional approach
  - 2.3.4 Determine appropriate organization
  - 2.3.5 Write description
- 2.4 Develop Prototype Exploration Unit
  - 2.4.1 Determine optimum topic for use as exemplar
  - 2.4.2 Recruit site and resource assistance
  - 2.4.3 Analyze site as learning station
  - 2.4.4 Write exploration outcomes
  - 2.4.5 Choose learning activities
  - 2.4.6 Prepare resource site, coordinator, and student materials
- 2.5 Validate Exploration Program Element — PC
  - 2.5.1 Obtain critique from appropriate groups (district-wide, local school, community task forces, and Advisory Council)
  - 2.5.2 Revise as necessary and publish rationale, organization, processes, resources analysis guide, etc.

Obj. 3. Develop Exploration Program Units for First Program Cycle (March-June 1977)
- 3.1 Determine content of units and number needed
  - 3.1.1 Estimate number of students enrolled
  - 3.1.2 Estimate interests and needs of students
  - 3.1.3 List units, time schedule, and assign staff
- 3.2 Identify community exploration sites
  - 3.2.1 Develop plan of inventory of community
  - 3.2.2 Organize Task Force for use of Community Resources
  - 3.2.3 Identify resources needed for first program cycle

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	3.2.4 Continue inventory of resources as needed	
	3.3 Recruit community exploration sites for first program cycle	O
	3.3.1 Develop recruitment package	
	3.3.1.1 Describe EBCE program	
	3.3.1.2 Describe role of resource	
	3.3.1.3 Describe relationship to other programs using community resources	
	3.3.2 Schedule sites and staff for presentations	
	3.3.3 Build bank of potential sites for development	
	3.4 Orient and develop community sites for first cycle	O
	3.4.1 Develop understanding of program concepts	
	3.4.2 Identify planning and capability	
	3.4.3 Develop unit(s)	
	3.4.4 Validate units by submission to various task forces and Advisory Council members	
	3.4.5 Develop delivery capability	
	3.4.6 Revise general characteristics of units as needed.	
Obj. 4.	Try Out Exploration Units in First Program Cycle (LHS)	
	4.1 Establish and orient planning group	
	4.1.1 Choose planning group	
	4.1.2 Establish concepts of EBCE and Exploration	
	4.2 Develop plan for delivering Exploration Units to students	
	4.2.1 Plan student access to Units	
	4.2.2 Plan for monitoring of student activity	
	4.2.3 Plan for monitoring of sites activity	
	4.2.4 Plan for assessing student achievement and granting credit	
	4.2.5 Plan for record-keeping	
	4.2.6 Plan for physical facilities and transportation	
	4.3 Identify and train staff	
	4.3.1 Determine characteristics of staff	
	4.3.2 Identify and recruit staff	
	4.3.3 Orient and train staff	
	4.4 Develop plan for conducting tryout	
	4.4.1 Place responsibility for supervising program and assign	
	4.4.2 Construct scope of work and timeline	
	4.4.3 Identify key decisions and events	
	4.4.4 Determine data needs and data collection procedures	
	4.4.5 Determine documenting and reporting procedures	
	4.5 Operate tryout plans	
	4.6 Report results of tryout	
Obj. 5.	Develop Exploration Program Units for Second Program Cycle (Sept. 1977 - Jan. 1978) and Successive Cycles	O
Obj. 6.	Operate Exploration Program Elements in Second Program Cycle (Sept. 1977 - Jan. 1978) and Successive Cycles	O

PRESENT STATUS

OVERALL TASK VII - CONSTRUCT AND OPERATE BUILDING MANAGEMENT PLANS FOR EBCE PROGRAM

Obj. 1. Establish Planning Capacity
- 1.1 Analyze general EBCE model to determine general impace
- 1.2 Choose planning/decision-making team
- 1.3 Orient team to general EBCE model and tasks of team

Obj. 2. Write General Description of Building EBCE Program (first draft)
- 2.1 Analyze philosophy, objectives, and procedures of EBCE program
- 2.2 Analyze policy decisions from District Policy Council
- 2.3 Write purpose and rationale for EBCE program in building
- 2.4 Determine outcomes intended (students, staff, etc.)
- 2.5 Describe each major program element
  - 2.5.1 Purpose
  - 2.5.2 Nature
  - 2.5.3 Resources required and source of resources
  - 2.5.4 Organization
  - 2.5.5 Major program operation events and tasks
  - 2.5.6 Critical events, indicators of progress, data collection points, etc.

Obj. 3. Write General Installation Sirategy — NC
- 3.1 Analyze decision-making and management structure of school
  - 3.1.1 Formal and informal organizational structure
  - 3.1.2 Decision-making procedures
  - 3.1.3 Management procedures
- 3.2 Determine key elements in installation process and analyze for supporting factors and negative factors
- 3.3 Write overall plan for installation
  - 3.3.1 Rationale and purpose
  - 3.3.2 Activities and tasks with timeline and resources needed
  - 3.3.3 Critical events, indicators of progress, data collection points, etc.
  - 3.3.4 Activities
    - 3.3.4.1 Gaining support from general staff
    - 3.3.4.2 Identifying, recruiting, and training program staff
    - 3.3.4.3 Introducing program to students and gaining enrollment
    - 3.3.4.4 Describing program to parents and training support
    - 3.3.4.5 General organization and management of program
    - 3.3.4.6 Ordering of materials and establishment of facility
    - 3.3.4.7 Establishment of operating policies

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Obj. 4. Operate Installation Strategy	0
4.1 Implement plan of activities	
4.2 Monitor activities	
4.3 Collect evaluation data and report on regular basis	
4.4 Revise program as needed according to evaluation data	
Obj. 5. Prepare Operational Plan for Second Year of Operation	

APPENDIX B

EBCE STAFF VITAES AND JOB DESCRIPTIONS

(BLUE)

JOB DESCRIPTION
PROJECT DIRECTOR, EBCE PROJECT

The project director provides overall supervision and management of the project under the direction of the Policy Council. Following are the functions carried out by the director:

1. Make long-range and short-term plans which include
   a. statement of intended outcomes
   b. assessment of existing situation and rationale
   c. analysis of alternatives and recommendations, with supporting data and argument
   d. identification and assignment of resources
   e. timeline
   f. plan for monitoring, evaluation, and reporting

2. Design and implement a program of work for the project which includes
   a. analysis of major outcomes and adopted strategies
   b. written specification of tasks and assignment of those tasks to project staff
   c. establishment and use of monitoring system for tasks
   d. production and collection of documentation
   e. periodic review of progress
   f. appraisal of staff

3. Allocate resources to the program of work and manage project fiscal affairs including
   a. preparation of budget to be approved by Policy Council and Superintendent's Cabinet
   b. assignment of resources to project program of work through written authorizations for equipment, materials and supplies, maintenance of written list of purchases, through revision of the budget when necessary, and through maintenance of fiscal records so that cost information is available on major tasks of the project

4. Maintain documentation of the project and make required reports including
   a. monthly reports to the Policy Council
   b. quarterly progress reports to the Region VII program officer
   c. annual reapplication of funds

5. Supervise the dissemination of the work of the project and maintain internal and external communication through such activities as
   a. tape-slide presentations and brochures
   b. written and oral reports to individuals and groups in the school system
   c. orientations and reports to professionals outside the school system
   d. evaluation reports and documentation submitted to ERIC
   e. regular meetings with community advisory council

6. Supervise systematic evaluation of the project products and processes through the contracted services to provide the following activities:
   a. monitoring the implementing of project activities
   b. measuring the progress of the project in achieving product objectives
   c. measuring the degree to which projected outcomes of the project were achieved at annual or semi-annual intervals
   d. locating key decision points and providing information necessary to make informed decisions
   e. making written reports of the results of these activities for inclusion in the progress reports of the project

Lincoln Public Schools

Administrative Offices Located 720 South 22 Street / Mail: Box 82889, Lincoln, Nebraska 68501 / 402-475-1081

July 19, 1977

Mr. Les Thompson, Program Officer
Occupational & Adult Education
Office of Education, HEW
601 East 12 Street
Kansas City, MO 64106

Dear Les

Your recommendations for strengthening the project showed considerable interest and insight. The following is our point-by-point response to those recommendations.

1. Adminstrators in posture of positive support and leadership.

   The description of the organizational structure included as a part of the first quarterly project report accurately depicts the principals and selected members of the Superintendent's Cabinet as the decision-making body for the project. This group has been meeting since November of 1975 and now meets regularly, at least every month, and all policy and major decisions are a product of their deliberation. All building policy and plans have been constructed directly under the leadership and with the participation of each building principal. While in most cases, principals prefer not to take too high a profile in support of "innovations," their support has been real, constant, and substantial. I believe this project "belongs to the principals" more than any other district-wide project in recent history. While management of the day-to-day operations of the program have been delegated to the project staff person in the building, our observations indicate and the evaluation data indicate that the principal has made EBCE one of the highest priorities on his time and energy.

2. Coordination techniques.

   A training session for recruiting, analyzing, and developing community sites was held in July for approximately 20 LPS staff who will be doing this work for the EBCE project. It was directed by Ed Schwartzkopf and Buford Jones who supervise work-related community-based programs for the Lincoln Public Schools. Later this summer SDE and UNL officials will be invited to visit and critique the EBCE project and program, and considerable attention will be given to the coordination techniques. If further training seems advisable, their participation will be requested.

3. Relationship with district vocational personnel.

   Since career education attempts to unite "academic" and "vocational" education, the project has worked closely with all LPS consultants and with task forces representing all areas of local school teachers. By integrating the guidance functions of EBCE with the guidance program of the school, information about student needs, interests, and plans will be communicated to counselors and teachers so that the total resources of the school and community may be brought to bear to further every student's

educational/career plans. That close working relationship will be established with "vocational" teachers and programs, of course, and for every other teacher and program besides. It is one of the objectives of the project that all teachers see one of their major roles as helping each student find a meaningful and satisfying work role.

4. Public information regarding LPS programs which use community resources.

It is the goal of LPS to better coordinate the use of community resources and better communicate to the community information about programs which use these resources. Several steps have been and are being taken in this regard:

a. representatives of all programs using community resources met with the Superintendent in May to discuss the situation
b. Ed Schwartzkopf was appointed by the Superintendent to coordinate the recruitment and use of all community resources involved in out-of-school learning programs
c. a list of all community sites which have been recruited was prepared and a file begun to document recruitment and use from this date
d. this information is to be communicated to the Lincoln Chamber of Commerce to publicize
e. a brochure was prepared (a copy attached) describing the various LPS programs which use community resources extensively; it will be distributed regularly in individual and group sessions with community resources
f. a policy has been adopted that all recruiters of community resources from this point will include information about all LPS programs in their presentation
g. the public information campaign to be mounted by EBCE during this coming year will include information about all LPS programs

5. Twelve-month contracts for project staff.

There is need for project staff for more than the regular 190 day contract; however, there were insufficient funds to employ one project staff member in each school on extended contract. Nonetheless, project staff are employed during the summer of 1977, using non-project funds in order to complete the preparation of community sites. If budget allows, project staff will be hired on extended basis in 1977-78.

6. Preparation of community sites.

The project is presently recruiting, analyzing, and developing community sites with a goal of having 12 clusters ready for use by September 1. Three experienced recruiters have been supplied by district funds. A cluster team of two or three regular school staff are assisting in analyzing and developing of sites for each cluster, funded by non-project funds. By August 1, at least 75 sites will have been recruited; most of them will have been analyzed, and at least one-half of the development work will be completed for each cluster. See attached plan.

7. Working relationships among various LPS and project staff

The working relationship among the principals, project director, and project staff is defined in section 1. Members of the evaluation team meet almost daily with the project director to plan data gathering activities, interpret data, and

plan strategy. As a part of evaluation activities, members of the team interviewed approximately 20 administrators and key building staff; results of this activity will be reported and discussed at Superintendent's Cabinet and the project Policy Council meetings in August.

8. Evaluation plan.

Evaluation activities are taking place and much helpful technical assistance is being provided by the Evaluation Team without the existence of an overall evaluation plan.

9. Plan for project director to work with high school principals.

Preliminary data from evaluation study of the implementation process indicates a generally satisfactory relationship exists among the principals and the project director and staff. This relationship is described more completely in items 1 and 7 of this report and the evaluation report will be completed by August 1 for closer analysis.

10. Management of project activities.

Project activities are planned in considerable detail according to the general plan explicated in the appendix to the First Quarterly Progress Report. Management of the project proceeds according to that plan with regular reports from project staff to the director and from the director to the Policy Council and federal program officer based on the process objectives laid out in the overall plan for the district and the specific plans for each school.

11. Inservice to counselors.

Counselors were involved in the training sessions for program staff conducted during the first week in June. A few will be involved in analyzing and developing sites. Further efforts will be made to involve them in the career development and guidance activities of the program.

12. Central coordination of community resources.

Ed Schwartzkopf has been appointed to coordinate the recruitment and use of community resources. An inventory of sites will be kept by his office and all new recruitment will take place under his direction. If allocation of sites to various programs becomes necessary, he will be responsible.

13. Transportation of students.

Our transportation plan relies heavily upon public facilities and student automobiles, including pooling of student cars. If this plan is inadequate, parents and volunteers will be recruited. Finally, the possibility of using public school buses to transport students to sites and letting them find their own way home will be investigated. Transportation issues are being discussed with parents and all plans will be explained to them and approved by them as a part of the registration process.

14. Fair Labor Standards Act and OSHA

General plans and samples of specific site curricula will be offered to state officials for review and comment. If necessary, specific inservice for program staff will be requested.

15. Status of EBCE in school program schedule.

As is true with every significant school program, scheduling conflicts are inevitable, forcing students on some occasions to make difficult choices. It would be impossible to organize EBCE in such a way that no student had a scheduling conflict. To minimize these conflicts, however, several strategies are planned: (a) maximized flexibility is provided in instruction so students may have access to needed instruction; (b) students may enroll in EBCE in a semester or year in which the conflicts are minimized; (c) when student numbers are sufficiently large, EBCE will be scheduled in the morning as well as in the afternoon, thus providing more flexibility; (d) the intention in the long run is to integrate the program concepts and activities into the on-going program of the school; although we don't know quite what this might look like at this time, it probably would involve making more use of community resources and group guidance coming out of "regular" classes; if this comes to pass, scheduling conflicts will be reduced because students would not necessarily need to register for an "EBCE class."

16-17. Sex-role stereotyping and sex-bias.

A full-scale set of activities will be initiated during this coming project year to deal with the problem of reducing and eliminating sex bias in learning materials and program organization and activities. These strategies will include the analysis of materials and activities, inservice training for awareness and positive action, and guidance activities for students.

During the process of recruitment and development of sites, site personnel are made aware of our commitment to presentation of non-traditional roles and sex-fairness in guidance, instruction and placement. The same ideas are presented to parents in our communications with them. Site personnel and parents will be invited to participate in workshops which we will organize during this coming year.

18. Use of validated instruments for measuring student gain.

Evaluation plans presently call for use of the Career Maturity Inventory and a measure of general achievement as yet not chosen, possibly the California Achievement Test. Locally produced instruments will be validated as a part of their construction and use.

19. Record of student characteristics.

Information about students will include sex, disadvantages and handicaps, achievement, attendance, ability, minority groups, reasons for enrolling, career plans, etc. Information collected will be standardized across the district.

20. Dissemination.

All major strategies, plans, materials, and results will be documented in quarterly and annual progress reports and made available through state, regional and national dissemination networks. Offers will be made to colleges and professional groups to disseminate information about the project. The project will cooperatewith national efforts by USOE or NIE to disseminating information. If funds are available, the project staff will cooperate with efforts organized by others to give technical assistance in adopting EBCE to nearby schools. (See attached brochure)

21. Cost-comparability.

Our assumption is that EBCE can operate on a level of one teacher to twenty or twenty-five students with some additional clerical or aide assistance at the local school and central recruitment and inventory of community sites. At this level of staffing, the program would be cost-comparable. To insure a smooth transition from project to district support of the EBCE effort, all program operation staff will be provided from district funds from the beginning of program operations in local schools at the ratio of one teacher to 20-25 students per period.

22. Job descriptions.
See attached sheets

23. Accounting of expenditures.
Separate letter has already been sent.

Very truly yours

Carl Spencer
EBCE Project Director

saw

Enclosures 5

ADDENDUM
to Proposal Number V360190

The Lincoln Career Education Project

Item #1. Educational and Experience Qualifications of project staff

Reference: Item 12, p. 46, Project Proposal

A. Project Director

Name: Carl Spencer
Director of Special Projects
Lincoln Public Schools
Lincoln, Nebraska 68501

Educational Background:

AB	Nebraska Wesleyan University	1955
MA	University of Nebraska	1966
EdD	University of Nebraska	In process

Professional Experience:
Secondary teacher in English and Social Studies--Wilber, NB 1956-60
Secondary teacher in English and Social Studies--Waverly, NB 1962-64
Consultant, Project Communicate, ESEA III, Maryville, MO 1967-68
Consultant, Video Inservice Project, ESEA III, Milford, NB 1968-71
Director, Project Instruct, ESEA III, Lincoln, NB 1971-
Associate Professor (Extension) University of Missouri 1968

Family: Born: April 14, 1934, Lynch, Nebraska
Married: June 2, 1955 to M. Lenore Sandfort
Four Children: David (1956)
Terri (1958)
Steven (1960)
Craig (1962)

Professional Publications:
Dissertation: Spencer, C. R., An Evaluation of the Video-Inservice Program (in preparation)

Research Paper: Braskamp, L. A., Klabenes, R. E., and Spencer, C. R. The Effect of Inservice Programs and Teacher Classroom Performance The Journal of Educational Technology (in print)

Journal Article: Klabenes, R. E., and Spencer, C. R., The Video Inservice Program: Helpful Help for Classroom Teachers, Educational Technology 19:S21-23, March 1971

National Convention Presentations:
Association for Supervision and Curriculum Development, 1970, Special Session, The Video Inservice Program
Association for Supervision and Curriculum Development, 1971, Action Lab, Personalizing Instruction
Association for Supervision and Curriculum Development, 1973, Action Lab, Career Education

Consultation Services:

Clarkson Nebraska Elementary School Reading Program	1966
Wayne State Teachers College, Wayne, Nebraska	1970
Concordia Teachers College, Seward, Nebraska	1970
Nebraska State Department of Education	1970, 1972
Waubonsee Community College, Aurora, Illinois	1970
Educational Service Unit #11	1970
Abilene Public Schools, Abilene, Texas	1970
York Public Schools	1971-72
Comprehensive Career Education Model, Ohio State Univ.	1972
ESEA III Regional Validation Team	1973

Professional Organization:

Association for Supervision and Curriculum Development
Phi Delta Kappa
International Reading Association

B. Qualifications of Staff

Director:

1. Successful experience in managing projects through systems approaches.
2. Ability to coordinate activities of independent agencies, organizations, and individuals.
3. Experience in educational management and acquaintances with Career Education desirable.

Planning Specialist:

1. Training or successful experience in systems approach management.
2. Experience in educational management desirable.

Evaluator:

1. Training or successful experience in educational evaluation, including as many of the following elements as possible: evaluation design, test construction, data analysis, computer operations, needs-assessment procedures, writing program objectives, evaluation management.
2. Knowledge of available instruments for measuring student achievement.

Support Systems Specialist:

1. Training or successful experience in systems analysis, synthesis and operations; in educational setting if possible.
2. Ability to work independently and informally in supervising the work of others.

Support Systems Implementor:

1. Knowledge of the industries, businesses, and other community resources for educators in Lincoln.
2. Ability to meet people easily and establish fruitful relationships with high-level managers as well as school staff.
3. Willingness to get to know community more complete through participation in organizations.
4. Experience in one or preferably in several occupations other than education; experience in employee training or personnel relations helpful.
5. Ability to work independently, to organize well, to function as a member of the team important.

EBCE RESOURCE COORDINATOR

The purpose of the EBCE project is to assist schools to establish and refine EBCE programs. Resources of the project will be used to purchase staff members, time for program planning, teacher training and materials development, and materials needed for the Academic Resource Center and the guidance component. Project staff members will have three major functions: (1) to help schools establish the 10th grade guidance sequence (2) to develop the community resources needed to operate the EBCE Explorations and Investigations, and (3) to assist schools to establish the EBCE operations. It is understood that staff to actually work with students must from the beginning come from the ordinary staff allotment of the local school in order to insure the program is cost-comparable.

Nearly half of the project resources have been designated to employ four Resource Coordinators. Each of these coordinators will be assigned to one of the high schools, to become identified with that school and begin to make plans to install the EBCE program and assist the school to establish the 10th grade guidance sequence. At the same time these coordinators are the only staff available to develop and maintain the community resources necessary to support the Exploration and Investigation activities of the EBCE program. Therefore they must work in both the roles of establishing a new program and developing resources. That combination of roles will be very demanding, requiring staff of exceptional skill and dedication.

The following description of qualifications and major responsibilities is suggested for use in choosing these resource coordinators:

Qualifications:

- Skills and experience in designing curriculum and instruction
- Ability to provide leadership to individual and groups of school faculty
- Knowledge of community resources, ability to work with community resources to design and implement educational activities
- Understanding of and support for principles of career education
- Understanding of basic principles of career guidance
- Willingness to construct and follow systematic plans for work
- Willingness and ability to maintain a role as a project staff member working for the entire district while at the same time working closely with a school

Major Responsibilities:

1. Become thoroughly at home with concepts of career education and EBCE
2. Work as team member to identify community resources for use in EBCE and together with resources construct small group exploration experiences, and plan and implement individual independent study career investigations
3. Become identified in school as coordinator of EBCE, assume coordinating role
4. Assist assigned school to establish 10th grade Career/Educational planning sequence
5. Assist school to develop a detailed plan for installing and maintaining the EBCE program, undating as necessary
6. Assist the assigned school to establish Academic Resource Centers, working with district consultants and local school staff
7. Provide leadership and assistance to school staff implementing Exploration, Investigation, and ARC activities for EBCE students
8. Assist other staff members to carry out their functions when special conditions cause temporary overloads in various high schools
9. Assist project director in collecting data, making reports, disseminating the project, and in carrying out other assignments

NAME: Ann Kathaleen Barry

ADDRESS: 2230 Heather Lane
Lincoln, Nebraska 68512

TELEPHONE: Home - 423-9255
Office - 489-0766

PERSONAL DATA: Good health
Married, no children
Able to drive; own car

QUALIFICATIONS:

Education

B.A., Arts and Sciences, Teachers College
English and Social Studies Majors
University of Nebraska, Lincoln, Nebraska, 1962

M. Ed. Major in Secondary Education, support courses in English, University of Nebraska, Lincoln, Nebraska, 1966

Present: Working to receive endorsement in Administration, Secondary Level, University of Nebraska, to be completed summer, 1978

Working to receive endorsement in Media Specialist, K-12, University of Nebraska, to be completed summer, 1977

Currently possess 40 hours of graduate credit beyond the masters level.

Lincoln Public Schools In-Service:
Behavior Modification
TA BA Training

Special Awards

Alpha Lambda Delta
Pi Lambda Theta
Phi Beta Kappa
Graduation, Undergraduate, Magna Cum Laude
Outstanding Republican Woman for the State of Nebraska
Nominee for Outstanding Young Professional 1976, Lincoln Chamber of Commerce

Community and Volunteer Experiences

Co-Chairman, Lancaster County Young Republicans
Co-Chairman, Charles Thone Congressional Campaign
Board Member - a community women's group
Chairman, Woman's Political Workshop, University of Nebraska
Volunteer Worker at the Lincoln Children's Zoo, LOMAR, Veterans Hospital, Career Development Chairperson - a community women's group

Professional Organizations

National Council of Teachers of English
National Education Association
Nebraska State Education Association
Lincoln Education Association

Special Skills

Writing and Journalism
Counseling and Human Development
Organization and Administration

195?-1962, Part-time legal secretary,
Walker & Ludlam
636 Stuart Building
Lincoln, Nebraska

WORK HISTORY:

1962-1965 Lincoln High School
Instructor of English, Social Studies and Journalism.

1965-1967 University of Nebraska
Supervisor of Student Teachers, English and Social Studies.

1967-1976 Lincoln East High School
Instructor of English

1976-Second Semester
Central Project Staff, Career Education, Curriculum Developer and Writer, Lincoln Public Schools.

1977-Present
Coordinator for Experience-Based Career Education, Lincoln East High School and Central Project Staff, Lincoln Public Schools.

NAME:	Carol Jo Hiskey
ADDRESS:	5012 W. Kingsley Lincoln, Nebraska 68524
TELEPHONE:	(402) 470-2208
DATE AND PLACE OF BIRTH:	February 26, 1950 Lincoln, Lancaster County, Nebraska
MARITAL STATUS:	Married, one daughter
EDUCATION:	Graduated from Lincoln East High School, Lincoln, Nebraska, 1968. B.S., University of Nebraska, Lincoln, Nebraska, 1971. (Vocational Home Economics) Currently working toward M.S., University of Nebraska, Lincoln, Nebraska. (Fashion/Design Education)
PROFESSIONAL EXPERIENCE:	Career Education Coordinator, Lincoln Northeast High School, Lincoln, Nebraska, 1977. Vocational Home Economics Teacher, Goodrich Junior High School, Lincoln, Nebraska, 1976-1977. Active substitute teacher, Unified School District #313, Buhler, Kansas, 1975-1976. Home-bound teacher, Unified School District #313, Buhler, Kansas, 1974-1975. Vocational Home Economics Teacher, Gadsden County Schools, Quincy, Florida, 1971-1973.
PROFESSIONAL ORGANIZATIONS:	Omicron Nu National Education Association Nebraska State Education Association Lincoln Education Association American Home Economics Association
NON-WORK EXPERIENCE:	Secretary to Media Specialist, Unified School District #313, Buhler, Kansas, 1972. Correspondence typist, Central Telephone Company, Tallahassee, Florida, 1971. Clerical, State Farm Insurance, Lincoln, Nebraska, Summers, 1967-1971.

NAME: Judith Ann Roderick

ADDRESS: 2411 South 35 Street
Lincoln, NE 68506

TELEPHONE: 489-8751 (Area Code 402)

BIRTHDAY: Beatrice, Gage County, Nebraska
April 12, 1935

MARITAL STATUS: Single

EDUCATION: Graduated from Brigham Young University High School
Provo, Utah, 1953

B.S., High Distinction, Brigham Young University,
Provo, Utah, 1957 (Liberal Arts)

M.S., Brigham Young University, Provo, Utah, 1960

Thesis: "Historical Analysis of Congressional Experience of John T. Caine," written under the direction of Professor Leroy Hafen.

PROFESSIONAL EXPERIENCE: Career Education Coordinator, Lincoln High School, Lincoln, Nebraska, 1976-77

Director of Special Vocational Needs Project, Lincoln High School, Lincoln, Nebraska, 1976-77

Director of EPIC (Student Volunteer Program), Lincoln High School, Lincoln, Nebraska, 1975-77

Social Studies Teacher, Lincoln High School
Lincoln, Nebraska, 1962-
Social Studies Teacher, Wasatch Academy,
Mt. Pleasant, Utah, 1960-62

Life Sciences Librarian, Brigham Young University,
Provo, Utah,, 1959-1960

PUBLICATIONS: A Course in Modern Problems: International Relations, published by Teachers' College and University Extension Division, University of Nebraska, Lincoln, 1971

A Course in Modern Problems: Contemporary Social Problems, published by Teachers' College and University Extension Division, University of Nebraska, Lincoln, 1972

PROFESSIONAL ORGANIZATIONS:	Phi Beta Kappa Phi Alpha Theta National Council of Social Studies American Historical Association American Federation of Teachers National Education Association Nebraska State Education Association Lincoln Education Association
COMMUNITY ACTIVITIES:	Chairperson of Student Experiences Committee, Lincoln Volunteer Bureau
	Member of Advisory Board for the Lancaster Office of Mental Retardation
	Volunteer Worker with the Adult Basic Education Program
	Discussion Leader with Great Decisions, Foreign Policy Association Discussion Program
	Member of Youth Advisory Board of Lincoln Red Cross Chapter
	Member of Lincoln-Lancaster Commission on the Rights of Women

NAME: LeeAnne Zaroban

ADDRESS: 4600 Briarpark Drive, Apt. 206
Lincoln, Nebraska 68516

TELEPHONE: Home - 423-0647
Office - 488-3469

PERSONAL DATA: Born May 20, 1952 at Sampson Air Force Base, New York
Single, one son, David born October 30, 1973
Church - Christian
Interests - Music, Poetry, Reading,
Racquetball, Jogging

QUALIFICATIONS:

Education

Graduated from Hastings High School
Hastings, Nebraska - 1970

B.A., Social Welfare, University of Nebraska
at Lincoln, 1974
Minors - English, Sociology, Psychology

Honors List, University of Nebraska - Lincoln, 1971

Certification and Training Experiences

Certified Y.M.C.A. Senior Director

- Phase IV	St. Louis	November 1974
- Phase V	Chicago	November 1975
- Phase VI	Madison	March 1976

Youth Values Clarification Workshop,
Kansas City, May, 1976

Career Development Program Planning Committee,
Phase VI, Madison, February, 1976.

Management By Objectives Seminar, April, 1976.

Fall Institute of Social Work, University of
Nebraska - Lincoln, October, 1975.

Awareness Through Management, Southeast Community
College, April, 1975.

College Activities and Experiences

Zeta Tau Alpha Social Sorority
Panhellenic Representative, 1971
Scholarship Committee, ZTA, 1971

Community Involvement

Youth Service System Co-ordinating Team
Committee, 1976-1977.
Indian Hills Community Church Adult Choir,
1976 - present.

Professional Organizations:	National Education Association Nebraska State Education Association Lincoln Education Association
Special Skills:	Writing and Journalism Counseling Budget and Management Personnel Procedures
Work History:	1974-1977 Assistant Y-Pals Director Lincoln Y.M.C.A. 1977-present Coordinator for Experience Based Career Education, Lincoln Southeast High School and Central Project Staff, Lincoln Public Schools.

JOYCE NELSON ANDERSON

RESUME

Address: (Until June 1, 1977)
1529 "C" St.
Lincoln, Ne. 68502

(June 1-Sept. 1, 1977)
Camp Squanto
W. Swanzey, NH. 03469

Telephone: 402-435-2871

Age: 26

Birthday: 9-28-50

Height: 5'6"

Weight: 120

Married

No Children

Education

North Park College

English Major
History Minor
Secondary Education
Sequence

BA Degree Earned, May, 1972

College Extra-Curricular Activities

Student Government
- Secretary, Freshman Class
- Justice, Student Court
- Chairman, Domestic Affairs
- Student Representative to the Board of Directors
- President, Student Body

Publications
- Assistant Editor, *College News*
- Co-Editor, *College News*
- "Blue Eyes" article published in *Chicago Daily News*
- Various devotional publications by *Covenant Press*

Music
- Vocalist and Instrumentalist, "The Park Version" – 2 years
- College Choir, 2 years

Drama
- Mime, little theatre
- Lead, *Night of the Iguana*

Awards
- National Conference of Christians and Jews award in Brotherhood in Journalism – 1969

Hobbies

Marionette Design
Puppetry
Guitar/Piano
Volleyball, Archery, Swimming
Writing

Volunteer Work

Junior High Girls Club Leader, Deborah Boys Club, Chicago, Illinois, 1971
Advisor, Young Adults (retarded) Group, Deborah Boys Club, Chicago, Illinois 1974-76

JOYCE NELSON ANDERSON

Post-College Work Experience

1976-77 Experience-Based Career Education Coordinator, Southeast High School, Lincoln, Nebraska
1973-76 Training Consultant, Craig Stewart & Associates
1976 Co-Partner; Anderson Associates: Production and sales of textile hangings
1972-73 Substitute Teacher, Chicago Public Schools Full-time basis--Von Steuben Upper Grade
1972-77 Staff Coordinator, Camp Squanto, W. Swanzey, NH
(summers)

Licenses:

Nebraska Teacher's License 7-12 English (Issued, Dec., 1976)
Chicago Public Schools Teacher's Certification 9-12 English (Issued Feb. 1973)

References

Dr. Wesley Lauterbach, Principal
Southeast High School
2930 South 37th
Lincoln, Ne. 68506

Mr. Carl Spencer, Project Director
Experience-Based Career Education
Lincoln Public Schools
720 S. 22nd
Lincoln, Ne.

Mr. Donald Darnell
Assistant Principal, Student Services
Southeast High School
2930 S. 37th
Lincoln, Ne. 68506

Mr. Craig Stewart, President
Craig Stewart & Associates
4816 Burman Dr.
Crystal Lake, Ill. 60014

APPENDIX C

COURSE FOR 10TH GRADE SEQUENCE FOR LHS

(PINK)

PLAN: UNIT 1

Course Title: Career and Educational Planning

Course Goal: To provide students with the information and skills required for developing career and educational plans and to develop such plans.

Unit Title: VALUES CLARIFICATION No. Days: 8

Unit Goal(s):

1. To help students identify and define their values.
2. To help students realize that values affect behavior.
3. To help students develop skills for Values Analysis.
4. To help students develop a respect for values of others.
5. To provide opportunities for students to apply and utilize the skills of Values Analysis.

Unit Objective(s):

1. To provide evidence of the knowledge of a functional definition of values, and values classification.
2. To demonstrate a knowledge and understanding of the valuing process(s).
3. To identify values which affect the individual.
4. To demonstrate an objective attitude towards value clarification.
5. To differentiate the implication and consequences of conflicting values, and to construct alternatives.
6. To relate an incident in which the behavior demonstrates the influence of a personal value.
7. To create a potential (realistic) conflict and formulate a plan in which values are used to resolve the conflict.

Unit Content:

1. The unit will consist of those activities which explore the valuing process and the application of the valuing process, related vocabulary, categories of values and evaluation.

Learning Principle(s):

1. Values influence behavior, especially decision-making.

PLAN: UNIT 1 DAY: 1
(Daily Lessons)

Course Title: Career and Educational Planning

Course Goal: To provide students with the information and skills required for developing career and educational plans and to develop such plans.

Unit Title: Values Clarification

Unit Goal(s): 1. To help students identify and define their values

Unit Objective(s): 1. To provide evidence of the knowledge or a functional definition of values and value clarification

Lesson Plan Topic(s): 1. Defining terms-values/values clarification
2. Identifying types/categories of values

Lesson Plan Objective(s): 1. To be able to identify values
2. To be able to define values and values clarification
3. To be aware of types/categories of values

Learning Principle(s):

Procedures, Instruction, Learning Experiences

	Activities	Materials, Resources, References
Initiatory	Students will decide on one thing that is very important to them, write it on a piece of paper and hand it to the teacher-students remain anonymous.	Theory of value clarification (student copy) Practice of value clarification (teacher copy)
Developmental	Go through the "Theory of Value Clarification" and use student contributions as examples.	
Culminating	Have students rank the 14 values from Personalizing Education, follow with discussion concerning rankings.	Personalizing Education by Howe. Student worksheet

Evaluation: 1.

Assignment: 1.

PLAN: UNIT 1 DAY: 2 & 3
(Daily Lessons)

Course Title: Career and Educational Planning

Course Goal: To provide students with the information and skills required for developing career and educational plans and to develop such plans.

Unit Title: VALUES CLARIFICATION

Unit Goal(s): _____

Unit Objective(s): _____

Lesson Plan Topic(s): _____

Lesson Plan Objective(s): _____

Learning Principle(s): _____

Procedures, Instruction, Learning Experiences

	Activities	Materials, Resources, References
Initiatory	Introduce "Clarifying Your Values: A Guide for Living," Part I. Reinforce the theory of values clarification.	Slides and tape "Clarifying Your Values: A Guide for Living," Part I.
Developmental	View "Carifying Your Values: A Guide for Living," Part I.	
Culminating	Complete exercises and discuss.	Student Worksheets

Evaluation: 1. _____

Assignment: 1. _____

PLAN: UNIT 1 DAY: 4
(Daily Lessons)

Course Title: Career and Educational Planning

Course Goal: To provide students with the information and skills required for developing career and educational plans and to develop such plans.

Unit Title: VALUES CLARIFICATION

Unit Goal(s): _____

Unit Objective(s): _____

Lesson Plan Topic(s): _____

Lesson Plan Objective(s): _____

Learning Principle(s): _____

Procedures, Instruction, Learning Experiences

	Activities	Materials, Resources, References
Initiatory	Divide class into groups of 4-5. Distribute one card to each group leader. Students are to view the picture on cards and respond to such questions as: (1) What is happening? (2) What values are displayed and what is your response to these values? (3) How did their values help them to make a decision to do what they are doing?	Photo Study Cards Greenhaven Press, Inc. Box 831 Anoka, MN 55303
Developmental		
Culminating	Continuum Scale Students are requested to place themselves on a continuum to indicate their position.	Page 47, Values Clarification as Learning Process by Hall. Copies for teachers only.

Evaluation: 1. _____

Assignment: 1. _____

PLAN: UNIT 1 DAY: 5
(Daily Lessons)

Course Title: Career and Educational Planning

Course Goal: To provide students with the information and skills required for developing career and educational plans and to develop such plans.

Unit Title: VALUES CLARIFICATION

Unit Goal(s): _____

Unit Objective(s): _____

Lesson Plan Topic(s): _____

Lesson Plan Objective(s): _____

Learning Principle(s): _____

Procedures, Instruction, Learning Experiences

	Activities	Materials, Resources, References
Initiatory	Same as day 4, utilizing the Photo Study Cards	Photo Study Cards
Developmental		
Culminating	Privacy Boxes	Privacy Boxes from Simon's Values Clarification. Teachers copies only.

Evaluation: 1. _____

Assignment: 1. _____

PLAN: UNIT 1 DAY: 6
(Daily Lessons)

Course Title: Career and Educational Planning

Course Goal: To provide students with the information and skills required for developing career and educational plans and to develop such plans.

Unit Title: VALUES CLARIFICATION

Unit Goal(s): _____

Unit Objective(s): _____

Lesson Plan Topic(s): _____

Lesson Plan Objective(s): _____

Learning Principle(s): _____

Procedures, Instruction, Learning Experiences

	Activities	Materials, Resources, References
Initiatory	Complete designated sections or the values shield.	Values Shields Student Worksheets plus page for teachers
Developmental	Complete items listed in Strategy #3 on back of the Values Shield.	
Culminating	Complete and share information recorded on the Personal Personal Values Shields.	

Evaluation: 1. _____

Assignment: 1. _____

PLAN: UNIT 1 DAY: 7
(Daily Lessons)

Course Title: Career and Educational Planning

Course Goal: To provide students with the information and skills required for developing career and educational plans and to develop such plans.

Unit Title: VALUES CLARIFICATION

Unit Goal(s): _____

Unit Objective(s): _____

Lesson Plan Topic(s): _____

Lesson Plan Objective(s): _____

Learning Principle(s): _____

Procedures, Instruction, Learning Experiences

	Activities	Materials, Resources, References
Initiatory	Students complete and score the exercise "My Values."	"My Values," Student Worksheets
Developmental		
Culminating	Students discuss areas where they scored differently than expected.	Scores from "My Values," Student Worksheets

Evaluation: 1. _____

Assignment: 1. _____

PLAN: UNIT 1 DAY: 8
(Daily Lessons)

Course Title: Career and Educational Planning

Course Goal: To provide students with the information and skills required for developing career and educational plans and to develop such plans.

Unit Title: VALUES CLARIFICATION

Unit Goal(s): _____

Unit Objective(s): _____

Lesson Plan Topic(s): _____

Lesson Plan Objective(s): _____

Learning Principle(s): _____

Procedures, Instruction, Learning Experiences

	Activities	Materials, Resources, References
Initiatory	View Filmstrip, "Feelings and Thoughts."	Filmstrip and tape "Feelings and Thoughts," SFS 153, 43F at PSAB
Developmental	Discuss how feelings and thoughts may at times not agree but that decisions must be made.	
Culminating	Student participation in "Strengths Game." Teacher describes procedure. Students are divided into two groups. Purpose is for students to get reinforement from peers on their values.	"Strengths Game," on pp. 92-96 in Personalizing Education — 3 x 5 cards

Evaluation: 1. _____

Assignment: 1. _____

PLAN: UNIT 2

Course Title: Career and Educational Planning

Course Goal: To provide students with the information and skills required for developing career and educational plans and to develop such plans.

Unit Title: DECISION-MAKING No. Days 11

Unit Goal(s):

1. To recognize the need for decision-making.
2. To explore the skills of an organized decision-making process.
3. To practice making decisions.
4. To evaluate self in use of decision-making skills.

Unit Objective(s):

1. To have students demonstrate skill in:
   (a) collecting information
   (b) assessing cost/risk in alternatives
   (c) developing a plan to attain desired outcome
   (d) making decisions
   (e) revising decisions when necessary

PLAN: UNIT 2 DAY: 1
(Daily Lessons)

Course Title: Career and Educational Planning

Course Goal: To provide students with the information and skills required for developing career and educational plans and to develop such plans.

Unit Title: Decision-Making

Unit Goal(s):
1. Help students learn decision-making skills
2. Provide practice in applying these skill to a variety of life-like situations.

Unit Objective(s):
1. Students will be able to specify decision-making skills.
2. Students will be able to apply decision-making skills to specific examples provided.

Lesson Plan Topic(s):
1. Importance of decision-making
2. What is decision-making

Lesson Plan Objective(s):
1. Achieve understanding of the decision-making process.
2. To be able to discuss the decision-making process.

Learning Principle(s):

Procedures, Instruction, Learning Experiences

	Activities	Materials, Resources, References
Initiatory	View Film	"The Lady or the Tiger" 16mm-color 16 minutes Bennett Martin Library or "Sensitivity-In the Other Peoples Shoes" set of 32 cards Argus Communications.
Developmental	Discussion Importance of decision-making; becoming a decision-maker; decision-making: The Process.	P.p. 5,6,7 of Decisions and Outcomes
Culminating	Identify and list 3 decisions made earlier today and discuss these.	

Evaluation: 1.

Assignment: 1.

PLAN: UNIT 2 DAY: 2
(Daily Lessons)

Course Title: Career and Educational Planning

Course Goal: To provide students with the information and skills required for developing career and educational plans and to develop such plans.

Unit Title: DECISION-MAKING

Unit Goal(s):

Unit Objective(s):

Lesson Plan Topic(s): ~~1. Relative importance of decisions~~
2. Decisions vs. outcomes

Lesson Plan Objective(s): 1. Students will be able to rank decisions.
2. Students will be able to list possible outcomes of decisions

Learning Principle(s):

Procedures, Instruction, Learning Experiences

	Activities	Materials, Resources, References
Initiatory	Students will rank order the three decisions identified and listed on day one.	Filmstrip: "Discretionary Decison-Making" — 20 min. - color at Bennett Martin. P. 37 "Stop, what would you do format" OR "How to Catch a Cold" --10 min. Bennett Martin Use of Common Sense vs. risk, simple choice and consequences.
Developmental	Discuss and rank order film decisions	Pp. 8, 9, 10 of Decisions and Outcomes
Culminating	List possible outcomes of the decisions above. OR View and discuss cards on consequences of decisions	Deck of 68 cards on consequences or decisions.

Evaluation: 1.

Assignment: 1.

PLAN: UNIT 2 DAY: 3
(Daily Lessons)

Course Title: Career and Educational Planning

Course Goal: To provide students with the information and skills required for developing career and educational plans and to develop such plans.

Unit Title: DECISION-MAKING

Unit Goal(s):

Unit Objective(s):

Lesson Plan Topic(s): 1. The decision agent, "What do you do if?"

Lesson Plan Objective(s): 1. Students will practice hypothetical decision-making and list three alternative actions to be taken.

Learning Principle(s):

Procedures, Instruction, Learning Experiences

	Activities	Materials, Resources, References
Initiatory	Exercise in hypothetical decision-making.	P. 11 in Decisions and Outcomes
Developmental	Discuss results from above discussion.	P. 14, Decisions and Outcomes
Culminating	Exercise, "What would you decide if?"	P. 14, Decisions and Outcomes

Evaluation: 1.

Assignment: 1.

PLAN: UNIT 2 DAY: 4 & 5
(Daily Lessons)

Course Title: Career and Educational Planning

Course Goal: To provide students with the information and skills required for developing career and educational plans and to develop such plans.

Unit Title: Decision-Making

Unit Goal(s):

Unit Objective(s):

Lesson Plan Topic(s): 1. Sequential Decision-Making
2. Prioritizing decisions

Lesson Plan Objective(s): 1. Students will be aware of the connectedness of decisions
2. Students will be able to list the 3 most important decision-making factors.

Learning Principle(s):

Procedures, Instruction, Learning Experiences

	Activities	Materials, Resources, References
Initiatory	Read "Fale the Consequences" or view a film or Fallout Shelter game.	P. 15-16 Decisions and Outcomes or "Rip-Off" 15 min. Martin or PSA or Pp. 281-286 in Simon's Values Clarification
Developmental	List and prioritize decisions made in reading or film.	P.17 Decisions and Outcomes
Culminating	List ten decisions which you have made during the past year. Prioritize them.	

Evaluation: 1.

Assignment: 1.

PLAN: UNIT 2 DAY: 6 & 7
(Daily Lessons)

Course Title: Career and Educational Planning

Course Goal: To provide students with the information and skills required for developing career and educational plans and to develop such plans.

Unit Title: Decision-Making

Unit Goal(s): _____

Unit Objective(s): _____

Lesson Plan Topic(s): 1. Sources of information

2. Gathering and evaluating information

Lesson Plan Objective(s): 1. Students will be able to list sources of information.

2. Students will be able to evaluate sources of information on reliablility, accuracy, bias, etc.

Learning Principle(s): 1. Information precedes decision-making.

Procedures, Instruction, Learning Experiences

	Activities	Materials, Resources, References
Initiatory	Exercise on sources of information and gathering information.	Pp. 24 & 25 in Decisions and Outcomes P. 30 teachers manual for Decisions and Outcomes
Developmental	Exercise on sources of information others have used in making decisions.	Working; terkle, studs in the LHS Media Ctr. 331.2 or Decisions that Changed Our Lives. LHS Media Center. 658.8 F 986
Culminating	Evaluation fo above information.	Pp. 28-29 Decisions and Outcomes

Evaluation: 1. _____

Assignment: 1. _____

PLAN: UNIT 2 DAY: 8 & 9
(Daily Lessons)

Course Title: Career and Educational Planning

Course Goal: To provide students with the information and skills required for developing career and educational plans and to develop such plans.

Unit Title: ~~Decision Making~~

Unit Goal(s):

Unit Objective(s):

Lesson Plan Topic(s): 1. Risk Taking
2. Specific Situations

Lesson Plan Objective(s): 1. Students will be able to calculate theoretical risks.
2. Students will be able to apply risk theory to specific situations.

Learning Principle(s):

Procedures, Instruction, Learning Experiences

	Activities	Materials, Resources, References
Initiatory	Exercise on probabilities	P. 36 Deciding or P. 32 Decisions p. 32 Decisions and Outcomes.
Developmental	View and discuss film	Film: "Hitchhiker" color-17 min. Bennet Martin or PSA.
Culminating	Exercise in applying risk taking.	P. 44 Deciding or P. 33 Decisions and Outcomes.

Evaluation: 1.

Assignment: 1.

PLAN: UNIT 2 DAY: 10
(Daily Lessons)

Course Title: Career and Educational Planning

Course Goal: To provide students with the information and skills required for developing career and educational plans and to develop such plans.

Unit Title: Decision-Making

Unit Goal(s):

Unit Objective(s):

Lesson Plan Topic(s): 1. Strategies in decision-making

Lesson Plan Objective(s): 1. To be able to analyze strategies utilized in case studies

2. To be able to utilize strategies in Theoretical Personal decision-making.

Learning Principle(s):

Procedures, Instruction, Learning Experiences

	Activities	Materials, Resources, References
Initiatory	Produce examples of strategies utilized in decision-making	Pp. 41-44 Deciding
Developmental	Utilize newspapers and identify examples of strategies used in decision-making.	Daily newspapers working, terkle, studs. P. 73-80 teachers manual for Decisions and Outcomes-XYZ choice exercise.
Culminating	Case problems which students have produced (experienced).	

Evaluation: 1.

Assignment: 1.

PLAN: UNIT 2 DAY: 11
(Daily Lessons)

Course Title: Career and Educational Planning

Course Goal: To provide students with the information and skills required for developing career and educational plans and to develop such plans.

Unit Title: Decision-Making

Unit Goal(s):

Unit Objective(s):

Lesson Plan Topic(s): 1. Summary of unit

2. Feedback to students

Lesson Plan Objective(s): 1. Students demonstrate application of skills learned.

2. Summarize skills and evaluate unit.

Learning Principle(s):

Procedures, Instruction, Learning Experiences

	Activities	Materials, Resources, References
Initiatory	Teacher summary of the decision making process	
Developmental	View Filmstrip or list personal decisions to be made	"Pulling the Plug: Mercy or Murder?" LHS SFS 174.24 Pul "What Would You Have Done?" LHS/SVN "Birthday, South Africa 1904" "Solitary Confinemont" "Arrest Amsterdam, 1944" "Street Scene, Los Angeles 1965 "Tragedy, South Vietnam 1966" "Gale in the Hospital, London 1969"
Culminating	Discuss the above and evaluate decision-making unit	Pp. 14, 2-23 in teacher's manual for Decisions and Outcomes

Evaluation: 1.

Assignment: 1.

PLAN: UNIT 3

Course Title: Career and Educational Planning

Course Goal: To provide students with the information and skills required for developing career and educational plans and to develop such plans.

Unit Title: SELF-ANALYSIS No. Days: 12

Unit Goal(s):

1. To know one's personal qualities and characteristics.

Unit Objective(s):

1. Students will be able to identify potential, limitations and personal qualities.
2. Students will accumulate data to be utilized in future planning.

General Content:

1. Introduction to self-analysis
2. Self-Analysis (aptitudes/interests) exercises, interpretations and documentation

Learning Principle(s):

PLAN: UNIT 3 DAY: 1
(Daily Lessons)

Course Title: Career and Educational Planning

Course Goal: To provide students with the information and skills required for developing career and educational plans and to develop such plans.

Unit Title: SELF ANALYSIS

Unit Goal(s): _____

Unit Objective(s): _____

Lesson Plan Topic(s): 1. Introduction to Self-Assessment
2. Personality Traits

Lesson Plan Objective(s): _____

Learning Principle(s): _____

Procedures, Instruction, Learning Experiences

	Activities	Materials, Resources, References
Initiatory	1. Teacher explanation of self-analysis and discussion of traits which make up your personality and affect your job.	1. Explanation on self-analysis and personality traits.
Developmental	1. Discuss: What do we need to know about ourselves as we make educational and career choices, and in meeting daily problems. 2. Learning activity: three case studies (a) Helen Keller, (b) Einstein, (c) Edison 3. Learning activity: self-assessment inventory.	2. Case studies. 3. Self-assessment and scoring.
Culminating	1. List things we need to know about ourselves (summarize). 2. Interpretation of self-assessment.	

Evaluation: 1. _____

Assignment: 1. _____

PLAN: UNIT 3 DAY: 2
(Daily Lessons)

Course Title: Career and Educational Planning

Course Goal: To provide students with the information and skills required for developing career and educational plans and to develop such plans.

Unit Title: SELF ANALYSIS

Unit Goal(s):

Unit Objective(s):

Lesson Plan Topic(s):

Lesson Plan Objective(s):

Learning Principle(s):
1. Change of attitudes and personality have to come from self-appraisal.
2. Nobody knows what you think, only what you do.
3. Communication is a two-way street.
4. Personality influences job success.

Procedures, Instruction, Learning Experiences

	Activities	Materials, Resources, References
Initiatory	1. Introduce film strip.	"Why Am I Afraid to Tell You Who I Am" - Filmstrip, LHS Library (155.2) (30 minutes)
Developmental	1. Show film and discuss. 2. Personality traits affecting your job. 3. Take and score attitude inventory. 4. Open-ended sentences 5. Comment on personality tests. OR 6. Personality Traits - Positives A & B.	2. Personality traits affecting your job. 3. Inventory of attitudes (Learning Activity) OR 4. Attitudes and interests 5. Comment OR 6. Positives A & B
Culminating	1. Respond to ten comments on "What kind of a person are you?"	1. What kind of person are you? (Learning Activity)

Evaluation: 1.

Assignment: 1.

PLAN: UNIT 3 DAY: 3
(Daily Lessons)

Course Title: Career and Educational Planning

Course Goal: To provide students with the information and skills required for developing career and educational plans and to develop such plans.

Unit Title: SELF ANALYSIS

Unit Goal(s):

Unit Objective(s):

Lesson Plan Topic(s): Administer COPS

Lesson Plan Objective(s): To identify career interests.

Learning Principle(s):

Procedures, Instruction, Learning Experiences

	Activities	Materials, Resources, References
Initiatory	1. Introduce COPS (California Occupational Preference Survey)	
Developmental	1. Administer COPS	
Culminating	1. Score COPS	

Evaluation: 1.

Assignment: 1.

PLAN: UNIT 3 DAY: 4
(Daily Lessons)

Course Title: Career and Educational Planning

Course Goal: To provide students with the information and skills required for developing career and educational plans and to develop such plans.

Unit Title: SELF ANALYSIS

Unit Goal(s):

Unit Objective(s):

Lesson Plan Topic(s): Interpretation of COPS

Lesson Plan Objective(s): To plot and study interest survey

Learning Principle(s):

Procedures, Instruction, Learning Experiences

	Activities	Materials, Resources, References
Initiatory	1. Plot COPS profile.	1. Profile sheet for COPS.
Developmental	1. Study high and low interests, review related occupations.	1. Occupational Outlook Handbook (1977). 2. Dictionary of Occupational Titles, Volume II.
Culminating	1. Compare COPS interest survey and expressed interest.	

Evaluation: 1.

Assignment: 1.

PLAN: UNIT 3 DAY: 5
(Daily Lessons)

Course Title: Career and Educational Planning

Course Goal: To provide students with the information and skills required for developing career and educational plans and to develop such plans.

Unit Title: SELF ANALYSIS

Unit Goal(s): _____

Unit Objective(s): _____

Lesson Plan Topic(s): Testing

Lesson Plan Objective(s): Explore standardized tests (Aptitude Achievement Interest) and tests written by teachers.

Learning Principle(s): Six basic steps to successful test taking.

Procedures, Instruction, Learning Experiences

	Activities	Materials, Resources, References
Initiatory	1. Introduce filmstrip.	1. "Testing, Testing, Testing," Filmstrip, LHS Library (371.26) (30 minutes)
Developmental	1. Show film and discuss. A. Cumative card B. Confidentiality	
Culminating	1. Review normal or bell curve, stanine and percentile.	1. Sample of bell curve, stanine and percentile and how they relate to each other.

Evaluation: 1. _____

Assignment: 1. _____

PLAN: UNIT 3 DAY: 6
(Daily Lessons)

Course Title: Career and Educational Planning

Course Goal: To provide students with the information and skills required for developing career and educational plans and to develop such plans.

Unit Title: SELF ANALYSIS

Unit Goal(s):

Unit Objective(s):

Lesson Plan Topic(s): Cumulative record interpretation

Lesson Plan Objective(s): To aid students in reviewing academic performance
To have students define behaviors positive and negative, that affect academic achievement.
Explain achievement and mental ability test results.

Learning Principle(s):

Procedures, Instruction, Learning Experiences

	Activities	Materials, Resources, References
Initiatory	1. Explain cumulative record (Front and back)	1. Cumulative card
Developmental	1. Plot test score on bell curve. 2. Assess academic performance.	1. Handout from day 5. 2. Assessing your academic performance.
Culminating	1. Is achievement consistent with abilities? 2. Mention the effect of study habits and attitudes on grades.	

Evaluation: 1.

Assignment: 1.

PLAN: UNIT 3 DAY: 7
(Daily Lessons)

Course Title: Career and Educational Planning

Course Goal: To provide students with the information and skills required for developing career and educational plans and to develop such plans.

Unit Title: SELF ANALYSIS

Unit Goal(s):

Unit Objective(s):

Lesson Plan Topic(s): Study habits and their effect on cumulative records.
Time assessment.

Lesson Plan Objective(s):

Learning Principle(s):

Procedures, Instruction, Learning Experiences

	Activities	Materials, Resources, References
Initiatory	1. Why study?	1. "How to Study," a scriptographic presentation. Channing L. Bete Co., Inc. Greenfield, MA 403A-1-63
Developmental	1. Present 14 suggestions from "How to Study." 2. Present SQ3R method of study.	1. Overlays of "How to Study." 2. Survey Q3R method.
Culminating	1. Relationship of study habits to grades. 2. Present viewpoints on effective planning of your time.	2. Time assessment forms. THE PIE OF LIFE

Evaluation: 1.

Assignment: 1. Complete an assessment of your time.

PLAN: UNIT 3 DAY: 8
(Daily Lessons)

Course Title: Career and Educational Planning

Course Goal: To provide students with the information and skills required for developing career and educational plans and to develop such plans.

Unit Title: SELF-ANALYSIS

Unit Goal(s): _____

Unit Objective(s): _____

Lesson Plan Topic(s): 1. Aptitude Testing - DAT

Lesson Plan Objective(s): _____

Learning Principle(s): _____

Procedures, Instruction, Learning Experiences

	Activities	Materials, Resources, References
Initiatory	1. Introducing the Differential Aptitude Test.	1. DAT test materials.
Developmental	1. Administer DAT clerical 6 minutes spelling 10 minutes abstract or spatial 25 minutes or mechanical 30 minutes. 2. Delete verbal and numerical.	
Culminating		

Evaluation: 1. _____

Assignment: 1. _____

PLAN: UNIT 3 DAY: 9
(Daily Lessons)

Course Title: Career and Educational Planning

Course Goal: To provide students with the information and skills required for developing career and educational plans and to develop such plans.

Unit Title: SELF-ANALYSIS

Unit Goal(s):

Unit Objective(s):

Lesson Plan Topic(s): 1.Aptitude test interpretation

Lesson Plan Objective(s):

Learning Principle(s):

Procedures, Instruction, Learning Experiences

	Activities	Materials, Resources, References
Initiatory	1. Score DAT sub tests.	
Developmental	1. Plot scores and develop individual test profile.	
Culminating	1. Interpret test scores.	

Evaluation: 1.

Assignment: 1.

PLAN: UNIT 3 DAY: 10
(Daily Lessons)

Course Title: Career and Educational Planning

Course Goal: To provide students with the information and skills required for developing career and educational plans and to develop such plans.

Unit Title: Educational and Occupational Goal Setting

Unit Goal(s): 1. To identify and set personal goals.

2. To produce the plan appropriate for each individual's goals.

Unit Objective(s): 1. Based upon accumulated personal data and goal setting strategies, students will be able to identify and select goals appropriate to their immediate needs. 2. Students will formulate educational and occupational plans.

Lesson Plan Topic(s): Introduction to Career Planning

Lesson Plan Objective(s): 1. Students should understand importance of self in planning.

2. Students should understand need to know about career opportunities.

3. Students should understand that the decision-making process itself is crucial.

Learning Principle(s): A cognative understanding of above three steps with application to self.

Procedures, Instruction, Learning Experiences

	Activities	Materials, Resources, References
Initiatory	Discussion - Teacher led. Topics: 1) What factors make choosing a career difficult; 2) Relationship of school and career planning.	Teacher's Guide to Film Find Yourself, Then Your Job. 15 minutes. PSAB 1124-14
Developmental	Show the film, which will introduce students to the career selection and development process.	Film: Find Yourself, Then Your Job. PSAB #1124-14. 15 minutes, color, 1973. (Designed to help young people find the jobs of their choice...Describes career choice as an extension of self and shows that work need not be drudgery.)
Culminating	In the teacher's guide follow-up and culminating activities are suggested.	Teacher's Guide.

Evaluation: 1.

Assignment: 1.

PLAN: UNIT 3 DAY: 11
(Daily Lessons)

Course Title: Career and Educational Planning

Course Goal: To provide students with the information and skills required for developing career and educational plans and to develop such plans.

Unit Title: SELF-ANALYSIS

Unit Goal(s): _____

Unit Objective(s): _____

Lesson Plan Topic(s): 1. Career decision-making

Lesson Plan Objective(s): _____

Learning Principle(s): _____

Procedures, Instruction, Learning Experiences

	Activities	Materials, Resources, References
Initiatory	1. Introduction of the Harrington-O'Shea system for career decision-making.	1. Harrington-O'Shea system for career decision-making.
Developmental	1. Administer the H-O system.	
Culminating	1. Score the H-O survey and complete summary table.	

Evaluation: 1. _____

Assignment: 1. _____

PLAN: UNIT 3 DAY: 12
(Daily Lessons)

Course Title: Career and Educational Planning

Course Goal: To provide students with the information and skills required for developing career and educational plans and to develop such plans.

Unit Title: SELF-ANALYSIS

Unit Goal(s): _____

Unit Objective(s): _____

Lesson Plan Topic(s): 1. Career Decision-Making

Lesson Plan Objective(s): _____

Learning Principle(s): _____

Procedures, Instruction, Learning Experiences

	Activities	Materials, Resources, References
Initiatory	1. Introduction to Career Decision-Making	1. Harrington-O'Shea survey from previous day.
Developmental	1. Identify and Define A. Student's Career Clusters B. Stated Occupational and Subject Preferences C. Future Plans, Job Values and Abilities	1. Occupational Outlook Handbook 2. Dictionary of Occupational Titles
Culminating	1. Review and explore other clusters. 2. Make suggestions for further exploration.	

Evaluation: 1. _____

Assignment: 1. _____

PLAN: UNIT 4

Course Title: Career and Educational Planning

Course Goal: To provide students with the information and skills required for developing career and educational plans and to develop such plans.

Unit Title: EDUCATIONAL & OCCUPATIONAL GOAL SETTING & PLANNING No. days 12

Unit Goal(s):

1. To identify and set personal goals.
2. To produce a plan appropriate for one's goals.

Unit Objective(s):

1. Students will be able to identify and select goals appropriate to their immediate and long-range individual needs.
2. To formulate educational and occupational plans consistent with personal goals.

General Content:

1.	Goal Setting Strategies	Teacher's Briefing Handout on goal setting Student handout of Goal Setting Worksheet (consumable), Art Mater.
2.	Help Denny Decide Activ.	Teach. Guide; Student's Data Sheet Standard Goal Form--3, each stud.
3.	Occupational Viewdeck Activ.	System Equipment & Mater. housed in Career Info. Ctr. (Media)
4.	Nebraska Career Int. Survey	System Equip. & Mater. housed in Career Info. Ctr. (Media)
5.	Alternative Goals Activity	Student Worksheet
6.	Newspaper Ads Activity	Daily Newspapers (Media) Student Handout on Newspap.Ads (25 in Media) Student worksheet
7.	Research Activity -- Occupational Choices	Occupational Outlook Handbook; Vocational Vertical Files, LHS filmstrips, filmstrip kits, books, etc., (Media)
8.	Job Service Field trip	All materials to be furnished by the Job Service Agency
9.	Developing an Educational plan	Registration booklets, registration worksheets, 12 quarter plan folders

PLAN: UNIT 4 DAY: 1 & 2
(Daily Lessons)

Course Title: Career and Educational Planning

Course Goal: To provide students with the information and skills required for developing career and educational plans and to develop such plans.

Unit Title: Educational and Occupational Goal Setting

Unit Goal(s): To identify and set personal goals

To produce the plan appropriate for each indivdual's goals

Unit Objective(s): Based upon accumulated personal data and goal setting strategies, students will be able to identify and select goals appropriate to their immediate needs.

Students will formulate educational and occupational plans

Lesson Plan Topic(s):

Lesson Plan Objective(s): Based upon self-generated data, students will establish goals.

Introduce concept of a future plan.

Assist students to formulate an action plan.

Learning Principle(s): Self assessment of needs

Cognitive understanding of goal strategies
Application of information gathered

Procedures, Instruction, Learning Experiences

	Activities	Materials, Resources, References
Initiatory	Goal setting criteria Group discussion	Overhead projector Teaching Briefing Handout
Developmental	Introduction of process Goal Setting Worksheets to be completed individually	Student Handout on Goal Setting Overhead Worksheets
Culminating	Visualization of the goal	Construction paper Magazines for clipping paste, scissors

Evaluation: 1. Students will present completed worksheets. Basic evaluation will revolve around the student being able to complete the Plan of Action Summary and Standard Goal Form.

Assignment: 1.

PLAN: UNIT 4 DAY: 3
(Daily Lessons)

Course Title: Career and Educational Planning

Course Goal: To provide students with the information and skills required for developing career and educational plans and to develop such plans.

Unit Title: Educational and Occupational Goal Setting and Planning

Unit Goal(s): _____

Unit Objective(s): _____

Lesson Plan Topic(s): Helping Denny Decide

Lesson Plan Objective(s): Given the development, revision and analyzation of career plans for a specific individual, the student will verbalize his awareness of the impact of hidden assumptions on career planning.

Learning Principle(s): _____

Procedures, Instruction, Learning Experiences

	Activities	Materials, Resources, References
Initiatory	Students are divided into small groups to develop career plans for "Denny", and will complete the standard goal form.	1. Handout-"Helping Denny Decide". 2. Standard goal form 3. Teachers guide for "Helping Denny Decide".
Developmental	1. Class discussion 2. Divide class into small groups. 3. Students receive 2nd data sheet for Denny. 4. Small groups revise Denny's career plans on basis or new data.	1. Part II for "Helping Denny Decide". 2. Standard goal form.
Culminating	1. Class discussion 2. Teacher directed inquiry	1. Teachers guide for "Helping Denny Decide".

Evaluation: 1. Observations, completed worksheets and participation in discussion.

Assignment: 1. _____

PLAN: UNIT 4 DAY: 4
(Daily Lessons)

Course Title: Career and Educational Planning

Course Goal: To provide students with the information and skills required for developing career and educational plans and to develop such plans.

Unit Title: _____

Unit Goal(s): _____

Unit Objective(s): _____

Lesson Plan Topic(s): Introduction to self-directed and individual activities to be completed during next 6 days.

Lesson Plan Objective(s): Each student will become aware of and be briefed on the remaining activities.

Learning Principle(s): _____

Procedures, Instruction, Learning Experiences

	Activities	Materials, Resources, References
Initiatory		
Developmental		
Culminating		

Evaluation: 1. _____

Assignment: 1. _____

PLAN: UNIT 4 DAY: 5
(Daily Lessons)

Course Title: Career and Educational Planning

Course Goal: To provide students with the information and skills required for developing career and educational plans and to develop such plans.

Unit Title: Educational and Occupational Goal Setting and Planning

Unit Goal(s): _____

Unit Objective(s): _____

Lesson Plan Topic(s): Occupational View Deck

Lesson Plan Objective(s): The students will develop their own occupational profiles by matching a personal profile against occupational clusters.

Learning Principle(s): _____

Procedures, Instruction, Learning Experiences

	Activities	Materials, Resources, References
Initiatory	The student will be introduced to the use of the occupational view deck. Each student will develop a personal profile.	1. Instruction manual for view deck. 2. Student worksheet.
Developmental	Using the view deck the student will develop an occupational cluster.	1. Occupational view deck.
Culminating	The student will gather data from the book Occupational Profiles.	1. Occupational profile.

Evaluation: 1. Observation and completed worksheet.

Assignment: 1. _____

PLAN: UNIT 4 DAY: 6
(Daily Lessons)

Course Title: Career and Educational Planning

Course Goal: To provide students with the information and skills required for developing career and educational plans and to develop such plans.

Unit Title: Educational and Occupational Goal Setting and Planning

Unit Goal(s): To identify and set personal goals

To produce the plan appropriate for each individual's goals

Unit Objective(s): Based upon accumulated personal data and goal setting strategies, students will be able to identify and select goals appropriate to their immediate needs.
Students will formulate educational and occupational plans.

Lesson Plan Topic(s): Location of current information about career fields for use in planning career plans--Career Information System.

Lesson Plan Objective(s): Students will use the career information process of the Career Information System to compile information about careers which they discover an interest in to explore.

Learning Principle(s): Gathering and analysis of data in terms of own career plan

Procedures, Instruction, Learning Experiences

	Activities	Materials, Resources, References
Initiatory	CIS provides students with current information about career fields. It is a library of information and tools for locating facts. The basic process involves students responding to a questionnaire about their career interests and then using a card sort system based upon information gathered. It is especially helpful in assisting students	Students should use the CIS materials located in the Career Information Center under the direction of the Career Information Center Librarian.
Developmental	to explore occupational fields, especially the undecided student. Once available occupational fields have been correlated with student interests and aptitudes, students are directed to specific information about the identified career fields. This information is contained on microfische cards. Students are given information about job descriptions, earnings, benefits, ad-	
Culminating	vancement opportunities, training and preparation, relationship of school subjects to specific jobs, and sources of additional information.	

Evaluation: 1. The completion of this activity should be certified by the Career Information Center Librarian.

Assignment: 1. Data collected will be useful in the completion of the research assignment required of each student.

PLAN: UNIT 4 DAY: 7
(Daily Lessons)

Course Title: Career and Educational Planning

Course Goal: To provide students with the information and skills required for developing career and educational plans and to develop such plans.

Unit Title: Educational and Occupational Goal Setting

Unit Goal(s): To identify and set personal goals

To produce the plan appropriate for each individual's goals

Unit Objective(s): Based upon accumulated personal data and goal setting strategies students will be able to identify and select goals appropriate to their immediate needs.

Students will formulate educational and occupational plans

Lesson Plan Topic(s): Identifying and Assessing alternative career goals

Lesson Plan Objective(s): After consulting six individuals about career alternatives, students should be able to recognize the advantages of identifying career alternatives in terms of underlying functions.

Learning Principle(s): Interviewing techniques as a method of gathering information; analysis of information to form a hypothesis.

Procedures, Instruction, Learning Experiences

	Activities	Materials, Resources, References
Initiatory	A self-directed exercise which exposes students to the necissity of having alternative goals and to an approach to discover some possible alternatives for themselves.	Worksheet on Alternative Career Goals
Developmental	1. Students identify four job functions which are important to them. 2. Students interview 3 people sharing with them their specific interests in job functions asking people to suggest possible occupations for them. Students interview 3 people using single job title.	6 people to interview Worksheet on Alternative Career Goals
Culminating	Students assess and interpret data collected and arrive at conclusions based upon concepts of alternative career plans.	Worksheet on Alternative Career Goals.

Evaluation: 1. Satisfactory completion of worksheet

Assignment: 1.

PLAN: UNIT 4 DAY: 8
(Daily Lessons)

Course Title: Career and Educational Planning

Course Goal: To provide students with the information and skills required for developing career and educational plans and to develop such plans.

Unit Title: Educational and Occupational Goal Setting and Planning

Unit Goal(s): To identify and set personal goals

To produce a plan appropriate to one's goals

Unit Objective(s): Students will be able to identify

Make plans appropriate to their immediate and long-range goals

Lesson Plan Topic(s): Using the classified ads

Lesson Plan Objective(s): Students will become acquainted with "Job-Oriented" classified ads.
Students will be able to use the classified ads efficiently in job hunting.
Students will become aware of the qualifications necessary in specific occupational areas.

Learning Principle(s):

Procedures, Instruction, Learning Experiences

	Activities	Materials, Resources, References
Initiatory	Introduction to job hunting in the classified ad section of the newspapers.	
Developmental	Teacher and student will read through the hand out on classified ads. Teacher will obtain feedback from students on the use of want ads.	Handout on using classified ads. Copies or recent newspaper want ads..
Culminating	1. Students will find one job they could qualify for <u>now</u> and list the qualifications. 2. Students will find a job they would like to have the future, and list the qualifications.	Copies of newspapers Worksheets

Evaluation: 1. Teacher observation and student participation

Assignment: 1. Students written qualifications/two jobs

PLAN: UNIT 4 DAY 9 & 10
(Daily Lessons)

Course Title: Career and Educational Planning

Course Goal: To provide students with the information and skills required for developing career and educational plans and to develop such plans.

Unit Title: Educational and Occupational Goal Setting and Planning

Unit Goal(s): To identify and set personal goals

To produce the plan appropriate each individuals goals.

Unit Objective(s):

Lesson Plan Topic(s): Career resources and data gathering-research worksheet.

Lesson Plan Objective(s): To inform students of career resources students research pertinent data on specific job goal.

Learning Principle(s): Information gathering skills

Synthesizing skills

Procedures, Instruction, Learning Experiences

	Activities	Materials, Resources, References
Initiatory	1. Teacher introduction into career research. 2. Student orientation into specific media resources available.	1. Student worksheet (700 copies). 2. Media resources on occupational and educational information.
Developmental	1. Students research available data on specific job goals in media center. 2. Students record data on specific occupations.	1. Selected occupational educational information materials-OCCUPATIONAL OUTLOOK HANDBOOK, and other career educational medial sources. 2. Worksheet.
Culminating	1. Students begin to compile data on worksheet. 2. Teacher-student discussion and feedback.	1. Worksheet.

Evaluation: 1. Completed student worksheet

Assignment: 1. Individual teacher-student research.

PLAN: UNIT 4 DAY: 11
(Daily Lessons)

Course Title: Career and Educational Planning

Course Goal: To provide students with the information and skills required for developing career and educational plans and to develop such plans.

Unit Title: Educational and Occupational Goal Setting and Planning

Unit Goal(s): To identify and set personal goals.

To produce the plan appropriate each individuals goals.

Unit Objective(s): (Refer to sheet on goal setting for this information)

Lesson Plan Topic(s): Job service-field trip

Lesson Plan Objective(s): To acquaint students with the role and functions of job service.

Learning Principle(s): Cognitive understanding of the role of an employment agency.

Procedures, Instruction, Learning Experiences

	Activities	Materials, Resources, References
Initiatory	1. Introduction to job service field trip.	
Developmental	1. Visit the facilities of job service. 2. View the film strip compiled by job service. 3. Students may ask questions concerning job service.	1. Film strip is shown courtesy of job service
Culminating	1. Discussion and feedback on field trip. 2. Discussion on pamphlets.	1. Pamphlets are distributed by job service.

Evaluation: 1. Observation; student participation, feedback.

Assignment: 1.

PLAN: UNIT 4 DAY: 12
(Daily Lessons)

Course Title: Career and Educational Planning

Course Goal: To provide students with the information and skills required for developing career and educational plans and to develop such plans.

Unit Title: ~~Educational and Occupational Goal Setting and Planning~~

Unit Goal(s):

Unit Objective(s):

Lesson Plan Topic(s): Educational plan.

Lesson Plan Objective(s): To formulate high school plan appropriate for individuals goals.

Learning Principle(s):

Procedures, Instruction, Learning Experiences

	Activities	Materials, Resources, References
Initiatory	1. Discuss high school graduation requirements and the many course oppourtunities.	1. Lincoln High School registration bulletin . (50 copies)
Developmental	1. Formulate a high school plan. 2. This is to take place on an individual basis with student and career ed. instructor.	1. Twelve quarter plan folers. (700 folders)
Culminating	1. Make appointment to review plan with counselor. 2. Discuss plans with parent and others.	

Evaluation: 1. All student will formulate a 12 quarter plan.

Assignment: 1.

APPENDIX D

WORKBOOK FOR CAREER SEQUENCE

(GREEN MIST)

The Decision is YOURS

Lincoln East High School

Lincoln Public Schools

The kind of work you do will INFLUENCE YOUR LIFE in many ways

INTRODUCTION . . .

Career? Why now, and why you? You're a sophomore, with years to decide what you want to do with your life. Isn't it a little early to talk about a career?

It might be. We'll let you be the judge after this process is finished. But let's look at this fact:

> **SOME EXPERTS ESTIMATE THAT AS MUCH AS 80% OF THE WORKING POPULATION WOULD BE HAPPIER AND BETTER SUITED TO ANOTHER OCCUPATION!**

To be sure, this doesn't mean that all those people are miserable in their job. It just means that with a little more *thought*, and some careful *planning*, they might be happier and better off in their jobs today.

Where did they miss out? The same experts suspect that:

- *some never revised their childhood fantasies about certain occupations*
- *some didn't have a good idea of what was really important in their lives . . . money? . . . family? . . . society?*
- *some hadn't explored the world of work enough to know how many different and interesting occupations are available – over 20,000!*

No one expects you to decide as a high school sophomore what your lifetime career is going to be but the booklet "After High School - What" and these activities, ***designed to be done in sequence***, will help you:

1. Develop a self-profile–to know yourself better.
2. Look at the employment picture.
3. Plan and make decisions systematically.
4. Know resources available in school and the community to help you with career development.

SO, get ready to learn about yourself, the world of work, and where you might be happiest in it.

My Values – SELF PROFILE

When you ask yourself "What are my values?" it is another way of saying "What is important to me?" Values are expressed in the way you use time, friends you choose, how you spend money, and where you put your energy.

Values are personal. It's all right to hold values different from other people, in fact no two people have exactly the same values.

Values can change with time and experience. This inventory is a way for you to look at the values you hold now. Are you satisfied with them? Only you can make the decision. How do these fit with the job interests you have?

Remember that values reflect what is important to *you*, not your abilities, your interests, or what should be. There are no right or wrong answers.

	Definitely True	Mostly True	Undecided	Mostly False	Definitely False
1. I see my doctor regularly every year for a physical check up.	10	7	5	3	0
2. I want my children to attend religious services.	10	7	5	3	0
3. I like going to musical concerts.	10	7	5	3	0
4. It is important to me to have many friends.	10	7	5	3	0
5. I give money to charities if I think they're worthwhile.	10	7	5	3	0
6. I envy movie stars because they are recognized wherever they go.	10	7	5	3	0
7. I'd like to have enough money to retire by the time I'm 50.	10	7	5	3	0
8. I'd rather stay at home with my family than spend the evening out with friends.	10	7	5	3	0
9. I like to make decisions which involve others.	10	7	5	3	0
10. I would like to write songs, if I had the talent.	10	7	5	3	0
11. I am close to either my mother or father.	10	7	5	3	0
12. I have taught a religious class or otherwise taken an active part in my religion.	10	7	5	3	0
13. I would be willing to help other students if they were having problems in school.	10	7	5	3	0
14. I would rather be boss than a regular worker even if both jobs paid the same.	10	7	5	3	0
15. I really appreciate beautiful things.	10	7	5	3	0
16. I'd like to appear on TV if I had the talent.	10	7	5	3	0
17. I would like to counsel people and help them withtheir problems.	10	7	5	3	0
18. I think I'd enjoy being associated with movie stars and other celebrities.	10	7	5	3	0
19. I see my dentist for a check-up at least once a year.	10	7	5	3	0
20. I like to write short stories.	10	7	5	3	0
21. If I had a choice, I'd rather work for a summer to earn money than go on a paid vacation.	10	7	5	3	0
22. I like to attend parties.	10	7	5	3	0
23. I'd enjoy writing a play for TV.	10	7	5	3	0
24. I believe in a god who answers prayer.	10	7	5	3	0
25. I'd rather be a club officer than just a member.	10	7	5	3	0
26. If I only had $100, I'd rather spend it on needed dental work than for a vacation.	10	7	5	3	0

	Definitely True	Mostly True	Undecided	Mostly False	Definitely False
27. I enjoy giving presents to members of my family.	10	7	5	3	0
28. If I were a teacher, I'd rather teach poetry than math.	10	7	5	3	0
29. When I daydream, I usually dream about things I would like to have if I had money.	10	7	5	3	0
30. I enjoy giving parties.	10	7	5	3	0
31. I would be willing to write letters for the elderly or ill people.	10	7	5	3	0
32. I think it would be satisfying to act in movies or on TV.	10	7	5	3	0
33. If I get sick, I usually call or see a doctor.	10	7	5	3	0
34. I think one's religion is important enough to support with time or money.	10	7	5	3	0
35. I like to participate in family discussions at the dinner table.	10	7	5	3	0
36. I like to visit art museums.	10	7	5	3	0
37. I enjoy writing poetry.	10	7	5	3	0
38. Most of the time, I'd rather be around other people than alone.	10	7	5	3	0
39. When with a friend, I like to be the one who decides what we will do.	10	7	5	3	0
40. I would like to live in a large expensive house someday.	10	7	5	3	0
41. I pray to God about my problems.	10	7	5	3	0
42. I'd try to provide food for a needy family at Christmas.	10	7	5	3	0
43. I enjoy being with my family over holidays.	10	7	5	3	0
44. I like to see my name in print (newspapers).	10	7	5	3	0
45. If I had a choice, I'd rather take an art class than a math class.	10	7	5	3	0
46. I do not like to spend an entire evening alone.	10	7	5	3	0
47. I'd rather be a school principal than a regular teacher, even if the salary were equal.	10	7	5	3	0
48. I have expensive tastes.	10	7	5	3	0
49. I would know a really fine drawing or painting if I saw one.	10	7	5	3	0
50. If I had regular headaches, and aspirin seemed to lessen the pain, I would still consult a doctor.	10	7	5	3	0
51. I have several very close friends.	10	7	5	3	0
52. I want my own children to take music lessons.	10	7	5	3	0
53. I think grace should be said before meals.	10	7	5	3	0
54. I sometimes miss sleep to visit with late company.	10	7	5	3	0
55. I try to get 8 hours of sleep every night.	10	7	5	3	0
56. I like to design things.	10	7	5	3	0
56. I'd like to be highly regarded for my accomplishments.	10	7	5	3	0
58. I'd get satisfaction out of nursing a sick person back to health.	10	7	5	3	0
59. My parent's opinion of things I do is important to me.	10	7	5	3	0

Dig a little deeper to find out why you feel the way you do.

		Definitely True	Mostly True	Undecided	Mostly False	Definitely False
60.	One of the things I daydream about is making a lot of money.	10	7	5	3	0
61.	I like to be in charge of meetings.	10	7	5	3	0
62.	I think it is exciting to come up with an original idea and put it to use.	10	7	5	3	0
63.	I believe there is a life after death.	10	7	5	3	0
64.	I would welcome a person of another race as a neighbor.	10	7	5	3	0
65.	If I worked in TV, I'd rather be the actor than the script writer.	10	7	5	3	0
66.	I like to decorate my room at home.	10	7	5	3	0
67.	I think I'd enjoy a picnic with my family.	10	7	5	3	0
68.	When I work, I'd like to make much more money than the average worker.	10	7	5	3	0
69.	I eat a balanced diet each day.	10	7	5	3	0
70.	I often influence other students about classes they enroll in.	10	7	5	3	0
71.	I would like to be written up in *Who's Who*.	10	7	5	3	0
72.	I often read the Bible or other religious writings.	10	7	5	3	0
73.	If I worked in the clothing industry, I'd like creating new styles.	10	7	5	3	0
74.	I look forward to an evening out with a group of friends.	10	7	5	3	0
75.	If I'm with a group of people, I want to be the leader.	10	7	5	3	0
76.	I don't like to be financially dependent on anyone.	10	7	5	3	0
77.	If a friend of mine is in trouble, I want to help.	10	7	5	3	0
78.	I love my parents.	10	7	5	3	0
79.	I never skip meals.	10	7	5	3	0
80.	I have a collection of phonograph records.	10	7	5	3	0
81.	If I have a personal problem, I have a particular friend with whom I can discuss it.	10	7	5	3	0
82.	I believe that man was created in the image of God.	10	7	5	3	0
83.	I like to buy clothes for other people in my family.	10	7	5	3	0
84.	I like being recognized by people everywhere I go.	10	7	5	3	0
85.	I enjoy planning activities for other people.	10	7	5	3	0
86.	I do not smoke.	10	7	5	3	0
87.	Doing things which help other people makes me feel good.	10	7	5	3	0
88.	Someday I would like to write a novel.	10	7	5	3	0
89.	If a job paid very well, I'd be willing to put up with undesirable living conditions.	10	7	5	3	0
90.	I belong to several clubs and organizations.	10	7	5	3	0
91.	I believe that my sins will be forgiven if I ask God for forgiveness.	10	7	5	3	0
92.	I'd like to see my picture in the school yearbook often.	10	7	5	3	0
93.	I often organize group activities.	10	7	5	3	0
94.	Looking at a newly constructed building, I see its beauty as much as its practical use.	10	7	5	3	0
95.	I respect my Mother and Father.	10	7	5	3	0
96.	I enjoy creating and designing things that have not been made before.	10	7	5	3	0
97.	There are hobbies that I'd really like to pursue which are quite expensive.	10	7	5	3	0
98.	I enjoy classical music.	10	7	5	3	0
99.	I'd never use any drugs that are potentially dangerous because they might harm my body.	10	7	5	3	0
100.	I am kind to animals.	10	7	5	3	0

TO SCORE YOUR VALUES SCALES: 1) Enter the number of points you chose for each item number. 2) Add your numbers in each category. 3) Enter the total for each category on the profile. This should give you a summary of the importance of each of these values in your life. If you want to know how other students have reacted, the information is on the back of this page.

FAME	MONEY	POWER	RELIGION	HUMANISM
6	7	9	2	5 .....
16	21	14	12	13 .....
18	29	25	24	17 .....
32	40	39	34	41 .....
44	48	47	41	42 .....
57	60	61	53	58 .....
65	68	70	63	64 .....
71	76	75	72	77 .....
84	89	85	82	87 .....
92	97	93	91	100 .....
Total	Total	Total	Total	Total .....
FAMILY	**HEALTH**	**AESTHETIC**	**CREATIVE**	**SOCIAL**
8	1	3	10	4 .....
11	19	15	20	22 .....
27	26	28	23	30 .....
35	33	36	37	38 .....
43	50	49	45	46 .....
59	55	52	56	51 .....
67	69	66	62	54 .....
78	79	80	73	74 .....
83	86	94	88	81 .....
95	99	98	96	90 .....
Total	Total	Total	Total	Total .....

PROFILE OF VALUES

BOYS High and Low Scores. A score may be considered high or low if it falls above or below these ranges (50 percent of all boys' scores fall within these ranges).

Fame	43-74	Family	53-73
Money	59-74	Health	46-72
Power	38-53	Aesthetics	43-61
Religion	21-57	Creative	41-54
Humanism	60-76	Social	52-68

BOYS Exceptionally High and Low Scores. A score may be considered exceptionally high or low it if falls above or below these ranges (80 percent of all boys' scores fall within these ranges).

Fame	26-81	Family	40-87
Money	60-81	Health	39-78
Power	27-64	Aesthetics	36-68
Religion	5-76	Creative	32-62
Humanism	49-86	Social	42-77

GIRLS High and Low Scores. A score may be considered high or low if it falls above or below these ranges (50 percent of all girls' scores fall within these ranges).

Fame	32-54	Family	58-81
Money	49-63	Health	46-73
Power	31-49	Aesthetics	58-75
Religion	26-58	Creative	56-76
Humanism	76-90	Social	61-78

GIRLS Exceptionally High and Low Scores. A score may be considered exceptionally high or low if it falls above or below these ranges (80 percent of all girls' scores fall within these ranges).

Fame	20-66	Family	47-92
Money	41-71	Health	33-85
Power	20-58	Aesthetics	58-75
Religion	10-74	Creative	56-76
Humanism	66-95	Social	61-78

(From: *Succeeding in the World of Work Activities Workbook* by Grady Kimbrell and Dr. Ben S. Vineyard. McKnight Publishing Co., Bloomington, Ill.)

How Do You SEE Yourself?--SELF-PROFILE

An important factor in determining occupational choice is the way you see yourself--the person you think you are. Your ideas about yourself grow gradually as you grow up, changing as you have new experiences. This inventory is an organized way of looking at yourself as you believe you are now.

Mark each statement in the following way:

A. If the statement does describe how you usually feel, put a (✓) in the column *"Like Me."*
B. If the statement does NOT describe how you usually feel, put a (✓) in the column, *"Unlike Me."*

There are no right or wrong answers. Please *be honest* and *mark* each statement.

	Like Me	Unlike Me
1. I spend a lot of time daydreaming.		
2. I'm pretty sure of myself.		
3. I often wish I were someone else.		
4. I'm easy to like.		
5. My parents and I have a lot of fun together.		
6. I never worry about anything.		
7. I find it very hard to talk in front of the class.		
8. I wish I were younger.		
9. There are lots of things about myself I'd change if I could.		
10. I can make up my mind without too much trouble.		
11. I'm a lot of fun to be with.		
12. I get upset easily at home.		
13. I always do the right thing.		
14. I'm proud of my school work.		
15. Someone always has to tell me what to do.		
16. It takes me a long time to get used to anything new.		
17. I'm often sorry for the things I do.		

	Like Me	Unlike Me
18. I'm popular with kids my own age.	_____	_____
19. My parents usually consider my feelings.	_____	_____
20. I'm never unhappy.	_____	_____
21. I'm doing the best work that I can.	_____	_____
22. I give in very easily.	_____	_____
23. I can usually take care of myself.	_____	_____
24. I'm pretty happy.	_____	_____
25. I would rather play with children younger than me.	_____	_____
26. My parents expect too much of me.	_____	_____
27. I like everyone I know.	_____	_____
28. I like to be called on in class.	_____	_____
29. I understand myself.	_____	_____
30. It's pretty tough to be me.	_____	_____
31. Things are all mixed up in my life.	_____	_____
32. Kids usually follow my ideas.	_____	_____
33. No one pays much attention to me at home.	_____	_____
34. I never get scolded.	_____	_____
35. I'm not doing as well in school as I'd like to.	_____	_____
36. I can make up my mind and stick to it.	_____	_____
37. I really don't like being a boy—girl.	_____	_____
38. I have a low opinion of myself.	_____	_____
39. I don't like to be with other people.	_____	_____
40. There are many times when I'd like to leave home.	_____	_____
41. I'm never shy.	_____	_____
42. I often feel ashamed of myself.	_____	_____

	Like Me	Unlike Me
43. I often feel upset in school.	_____	_____
44. I'm not as nice looking as most people.	_____	_____
45. If I have something to say, I usually say it.	_____	_____
46. Kids pick on me very often.	_____	_____
47. My parents understand me.	_____	_____
48. I always tell the truth.	_____	_____
49. My teacher makes me feel I'm not good enough.	_____	_____

To Score:

Scoring	Profile								
General Self	**Low Self Esteem**							**High Self Esteem**	
1 - 2 - 3 - 8 9 - 10 - 15 - 16 17 - 22 - 23 - 24 - 29 - 30 - 31 36 - 37 - 38 - 43 - 44 - 45 - 50 51 - 52 - 57 - 58	0	3	6	9	13	16	19	23	26
T-26 Score _____									
Social Self-Peers									
4 - 11 - 18 - 25 - 32 - 39 - 46 53	0	1	2	3	4	5	6	7	8
T-8 Score _____									
Home-Parents									
5 - 12 - 19 - 26 - 33 - 40 - 47 54	0	1	2	3	4	5	6	7	8
T-8 Score _____									
Lie Scale									
6 - 13 - 20 - 27 - 34 - 41 - 48 55	0	1	2	3	4	5	6	7	8
T-8 Score _____									
School Academic									
7 - 14 - 21 - 28 - 35 - 42 - 49 56	0	1	2	3	4	5	6	7	8
T-8 Score _____									

If you have any questions, *discuss* them with your advisor or counselor.

SKILLS AND INTERESTS--SELF-PROFILE

School: Courses and activities I like:

Things I Do Well in School:

Things I Do and Don't Do Well in School:

School: Courses and activities I dislike:

Things I do well in out-of-school activities:

Things I Do and Don't Do Well in out-of-school activities:

Out of School Activities I'm involved in I like:

Out of School Activities I'm involved in I dislike:

Be aware of the things that excite you--the things that make you happy--and try to find out why they do.

EXPERIENCES--SELF-PROFILE

Jobs I've Liked
(paid, volunteer, home, school)

Reasons Why –

Hobbies, and, what I've
learned from them

Complete one or more of the following sentence stems which express your ideas as a result of doing *My Values* and *How Do You See Yourself?*

I learned...

I discovered...

I was surprised...

I was disappointed...

I was happy...

Getting It all Together–SELF-PROFILE

Now that you have thought about your values, your view of yourself, your interests, abilities and experiences, finish the following statements. These will provide a summary of the things you like about yourself and the things you might be interested in changing

All people have many faces: those we exhibit, those we have, those we think we have, those we hope we will one day have.

Who am I? – son, daughter, student, friend, athlete, musician, etc. In order of their importance to me:

1. I am _____
2. I am _____
3. I am _____
4. I am _____
5. I am _____
6. Yesterday, I was _____
7. Tomorrow, I hope to be _____
8. What face should I change? _____
9. Why should I change it? _____
10. When I'm with close friends, I am _____
11. I'd like to be _____
12. At parties I usually am _____
13. I'd like to be _____
14. With adults I usually am _____
15. I'd like to be _____
16. With my parents I usually am _____
17. I'd like to be _____
18. At school I usually am _____
19. I'd like to be _____
20. When I'm alone I usually am _____
21. I'd like to be _____

The hardest self to be is _____

The selves I would change are _____

The self I like best is _____

The self I like least is _____

I am trying to discover who I am so I can _____

As I see them, my good qualities and skills are:

_____

_____

My limitations are:

_____

_____

What I might do to overcome these limitations?

_____

_____

So far my accomplishments and good learning experiences include _____

_____

_____

Specific plans for _____

_____

. . . as soon as possible? _____

_____

. . . next semester? _____

_____

. . . before I finish high school? _____

_____

Look back at the self-profile you've developed. What decisions do you need to make now? What decisions can you see ahead? Jot the date and whatever answers you have on "The Decision Road" worksheet.

You're ready now to move into Part II, The Employment Picture.

NOW...try to fit this profile into the EMPLOYMENT picture

Thinking About Career Goals, Job Satisfiers–THE EMPLOYMENT PICTURE

Thinking about alternative career goals is not easy to do. Yet, this is a necessary step in decision-making. When thinking about alternative career goals, it is best to structure your thinking in terms of *general descriptions* of your aspirations and interests. For example, it makes more sense to say "I would like a career which involves traveling, meeting new people and helping others" than to indicate a *specific occupation*–"I want to become an airline hostess." Thinking in general terms opens the door to many alternative occupations that will satisfy your aspirations and interests.

The following activity will help you to get in touch with what you would like to experience or do in your future career goal.

1. Read through the following list of "job satisfiers" and rank each according to its importance to you in selecting a career. Use the following symbols to indicate your preferences:

   "+" – for those you think are most important to you
   "–" – for those you think are least important to you
   "0" – for those you think are neutral

_____ Opportunity to travel

_____ Opportunity to work with people

_____ Opportunity to work alone

_____ Opportunity to work with your hands

_____ Opportunity to instruct and lead people

_____ Opportunity to achieve status

_____ Opportunity to earn a comfortable sum of money

_____ Opportunity to serve humanity and solve social problems (social service)

_____ Opportunity to take a set of materials and construct something new (creative)

_____ Opportunity to obtain security

_____ Opportunity to plan your own activities and your work schedule (independent)

_____ Opportunity to follow instructions and to complete an assigned task

_____ Opportunity to receive praise and recognition for a job

_____ Opportunity for advancement

_____ Opportunity to solve problems (intellectual)

_____ Opportunity to be in new or uncertain situations or engaging in competition (adventure)

_____ Opportunity to produce something aesthetically pleasing (artistic)

A. When talking to *three* people, tell them about the "job satisfiers" that you would like your job to fulfill. Then have them suggest possible occupations. List their suggestions below:

First Person:

Second Person:

Third Person:

B. When talking to the other three people, say something like: "When I get out of school, I am interested in workins as a . Can you suggest any other occupations in which I might be interested?" List their suggestions below:

First Person:

Second Person:

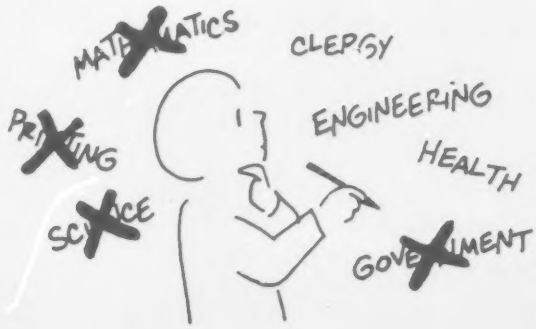
Third Person:

C. After completing your interviews, answer the following questions:

1. In general, how do the two lists of alternative occupations differ?

2. What advantages, if any, do you deriv e from thinking about career goals in terms of considering the "job s tisfiers" that you would like your job to fulfill?

3. How has your career thinking changed since you identified the "job satisfiers" you think your future job should fulfill?



Occupation Rating Scale--THE EMPLOYMENT PICTURE

The following rating scale is designed to help you compare occupations in terms of some considerations which many people find useful in selecting a career. Select *one* occupation from each of *three* different job clusters listed on page 9, After High School--What? Read about these occupations in one or more of the Media Center references listed below:

Occupational Outlook Handbook
Occupational Library Chronicle
Career Research Monographs
Dictionary of Occupational Titles

Or, interview a parent, friend or acquaintance involved in or knowledgeable about the occupations you have selected.

After your reading and/or interviewing, complete the following rating scale for each of the occupations you have selected.

_____
(occupation)

How does this occupation rank in terms of:

	High		Medium		Low
	1	2	3	4	5
1. Involvement with people.					
2. Will meet approval of family and friends.					
3. Personal satisfaction and enjoyment.					
4. Opportunity to work out-of-doors.					
5. Provides for a variety of tasks.					
6. Status of this occupation.					
7. Requires use of numerical data.					
8. Opportunities for advancement.					
9. Educational or training requirements.					
10. Physical activity and strength requirements.					
11. Demands a rigid time schedule.					
12. Requires personal creativity.					
13. Beginning salary.					
14. Lifetime salary.					
15. Job opening possibilities.					
16. Provides an opportunity to help (serve) others.					
17. Allows one to plan their own work.					
18. Provides leadership opportunities.					
19. Requires relocation.					

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High		Medium		Low
1	2	3	4	5

20. Requires frequent travel.
21. Possibility of a lifetime job.
22. Demands the solving of complex situations.
23. Provides a visible product.
24. Requires continual or frequent retraining or education.
25. Provides time for leisure activities.

As a result of completing this rating scale:

I was disappointed that

I was surprised that

I was pleased that

Planning Your Future: The Seven Steps of Decision-Making--YOUR CONTROL FACTOR, DECISIONS.

The ideas outlined in the seven steps of decision-making below should help you bring together a lot of the information you have been reading and working with so that you may be able to apply it to yourself and your future educational and career plans. Learning about yourself, about the employment picture and about the many resources available to you is only helpful if you use this data to plan and make decisions about your present and your future. This information is the "raw material" which you use to think through problems, solve problems and make decisions.

After you have read the seven steps suggested here, attempt to use this process to do the short exercise on possible job options and the important task of completing your six-semester plan, your educational plan for all of your high school years.

The Seven Decision-Making Steps:

Once upon a time you didn't have to make a single decision. Someone else made all the decisions for you. Now it's different, and people expect you to make all sorts of decisions all the time, some of them pretty consequential. Making decisions is a heavy chore. But it has one important thing going for it; decision-making gives you control over your life. It's your ticket to freedom.

Decisions are nothing more than making choices. Of course, there's no guarantee that a well-considered, skillfully made decision will work out happily. Some things are not under your direct control, and thus you can't predict with 100 percent accuracy the outcome of any decision.

Rather than forfeit your freedom and entrust your happiness to someone else, your best bet is to learn how good decisions are made.

The seven steps are:

1. Know Yourself: The purpose of decision-making is to get what you want. So, the first step is to figure out what you value most, what you really want out of life. This is the most important reason for finding out about yourself; if you don't know what you want, you probably won't find it. Many people don't know what they want because they don't have a clear idea of who they are.

2. Identify Your Assets: List all your abilities, your strengths, your skills. Be positive. What sorts of things do you do best? You have all sorts of skills and abilities, but you probably never thought about them before. Here are some you may not have recognized in yourself before: persuading, understanding machines and engines, physical stamina, organizing, accepting criticism.

3. Gather Information on Options: Decisions are based on what you want and what you know. The better your information about the choices before you, the better your ability to make a good decision that will get you what you want. Don't rely on one source of information. Shop around to get a more complete picture. In making career decisions, you'll want to ask the following kinds of questions as you investigate: Does it offer the kind of life style you want to lead? Does your personality fit with the type of work and working conditions? Does the work fill your needs?

4. Assess Costs, Risks, Outcomes: Some people hate to take chances. They are often afraid to make decisions, fearing they'll make a mistake. In fact, just about everyone experiences a certain amount of anxiety in dealing with the unknown. The way to reduce the fear of making a mistake is to make a realistic, objective analysis of the costs, risks and possible outcomes of each option before deciding. This helps you better predict the odds on success.

5. Goals: Next, it is necessary to rule out some choices and concentrate on the ones that seem reasonable–that is, the choices that fit with what you want, with what you have to offer, and at a cost or risk you can accept. In a career decision, be careful not to box yourself in. Don't be too specific and limit yourself to one choice.

6. Test Reality: Doublecheck your assumptions up to this point. Before you dive in head first, be reasonably certain how deep the water is. Is your information current, complete and accurate? Have you been careful not to color the facts with feelings? Have you ignored options that are worth considering? Are your goals reasonable, consistent with what you want and with your capabilities? When you're sure, proceed.

7. Develop a Strategy: This is where you weed out choices on the basis of cost or risk. Your strategy is merely your plan for balancing two factors–the desirability of a choice and the odds on succeeding. When you settle on a strategy, you in effect have made your final decision. The strategy becomes your rationale for why you chose as you did. Here are four common strategies for you to consider:

a. Ignore risk entirely. Here you choose the option that offers the most desirable outcome if you succeed.
b. Avoid the worst risk. You choose an option most likely to eliminate the worst possible outcome.
c. Take the best odds. Choose an option with the highest probability of success.
d. Combine low risk and high desirability. Choose a course that is desirable and highly probable.

Think about these steps carefully and how they can be applied to your way of thinking and solving problems and attempt to use them as you work on the exercise on the next page and the six-semester plan mentioned at the beginning of this section.

Things to Consider When Planning A six-Semester Program – YOUR CONTROL FACTOR, DECISIONS

Program planning is an integral part of your education. Care must be taken to design a program which will meet your needs. Such a plan is not meant to be final in nature, but rather developmental, based on your changing needs. A three-year plan of courses is not required but it provides direction and purpose. It also makes program planning and the registration process easier for you.

A. The logical place to start is to determine if the student will or will not be going to college, and subjective degree of firmness of his decision.

B. Something to ponder – *"Non-academics as college preparation."* In an article of the same title which appeared in the Nebraska Research Coordinating Unit for Vocational Education Newsletter, a study conducted at the University of Michigan clearly demonstrated that high school students can elect freely from business and industrial curriculums without jeopardizing their college achievement; that a balanced liberal-practical preparation for life is also the best college preparation; especially for those who prefer no career interest.

C. Students in general are required to carry five classes (25 class credits) each quarter. 150 credit points is the minimum number needed for graduation. In order to complete this number in six semesters, 25 credits must be earned each semester.

D. Realize that East is a comprehensive high school with many possible choice patterns. No one pattern of subject choices is best for all students. Your abilities, interests and goals are important factors to consider when determining elective subject choices.

E. Importance of alternatives. Not all courses will be offered – by choosing alternatives you are able to indicate your interest in other course offerings. Also, there may be a "period conflict" of your choices. So be sure to select alternatives.

F. In choosing courses, especially quarter courses, be sure to check whether they require prerequisites, then make your choices accordingly.

Now, you are ready to begin work on your three-year program. Ask your advisor for a planning sheet and set up a time when you can visit with your advisor about your plan.

Tentative Career Choices–YOUR CONTROL FACTOR, DECISIONS

Now, that you have found out some more things about yourself, the employment picture, available resources and a possible approach to decision-making, give some thought to the different kinds of occupations which might interest you and be complimentary to your values, abilities and priorities for future life-style. Attempt to use as many of the Seven Steps of Decision-Making as possible in arriving at your conclusions.

1. Considering what you know about the employment picture, list six (6) jobs or types of work that you think would be compatible to your self-profile.

   a.

   b.

   c.

   d.

   e.

   f.

2. Considering what you know about the employment picture, list six (6) jobs or types of work that you do *not* feel would be compatible to your self-profile.

   a.

   b.

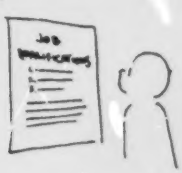
   c.

   d.

   e.

   f.

If possible, take some time to talk with a friend, parent or teacher about your choices above and try to give some thought to the criteria you used in coming to the above conclusions.



Resources at East High School--(YOUR INFORMATION BASE, RESOURCES)

So far, you have been given an opportunity to think about your values, interests, and abilities, and relate these to the employment picture. In order to carefully consider your career options, it is important that you do some further thinking and reading about possible career areas, and what they may have to offer you.

In order to do this thinking in an informed and effective manner, you will need a number of resources to provide a realistic information source about specific jobs and about yourself in relation to these jobs, as well as options for further education, apprenticeships, job openings and sources outside the school which provide more information.

At East High School there are a variety of resources you may use to pursue your thinking, reading, and research about careers. In order to learn more about these resources and to have them made available to you, you need to contact the Career Education Office in the Media Center and/or your Counselor and Advisor. Below is a brief description of the purpose of each of these resources:

1. **Career Exploration/Cooperatively Planned Units (CE/CPU's)** is an opportunity for student (grades 9-12) to register for an independent study course which allow them to explore careers, and relate these to their personal interests and abilities. The Career Ed. advisor guides and assists the student in having such experiences as shadowing, interviewing, using the Career Information Center, working with personal inventories, etc.

2. **Career Information Center** is an area in the Media Center which contains college and vocational school catalogs, books, pamphlets, brochures, magazines and other materials containing information on a variety of occupations. This material is available to all students whenever the Media Center is open and may be used individually or as a part of class assignments.

3. **"Spotlight on Careers"** is a series of speaker presentations at the high schools by members of the business and professional community which gives students an opportunity to explore occupations by listening to representatives of various career areas talk about their jobs in terms of areas are represented throughout the year. Students may sign up by seeing Mrs. Bothe or Mrs. Mehrens in the Media Center and announcements of speakers are always included in the Yello Student Bulletin.

4. **Occupational Viewdeck and Career Information System of Iowa (CISI)** is an opportunity for students to select personal interests and characteristics and compare these to those required and useful in various career areas. These are in the form of kits or sets of information and the Media Center can provide the student with the necessary materials so he/she can work with the materials in that area. At the same time, information about level of education, training programs, specific vocational preparation, physical demands and working conditions is provided for various occupations.

5. **VEG (Vocational Exploration Group)** is a two hour group discussion, with a leader from the professional staff, which help students to:
   a. clarify interests and activities relative to careers
   b. learn the most important factors necessary in choosing a career
   c. identify the necessary qualifications to get and keep a job
   d. learn a process for making career decisions

   Students may sign up for this experience in the Media Center or through their counselor or advisor.

6. **Interviewing** is an opportunity for students to visit the place of business of a person involved in a career of the student's choice and spend approximately one half hour interviewing the person about his job and areas that are of interest and concern to the student. Interview appointments are set up through the Career Education Coordinator and Clerk in the Media Center and can be scheduled throughout the school year.

7. **Shadowing** is an opportunity for students to visit the place of work of a person involved in a career of the student's choice and spend one half day listening, observing and asking questions about the "on the job" situation. These shadowing experiences may be set up for students throughout the school year by contacting the Career Education Coordinator or Clerk in the Media Center.

8. **COPS (California Occupational Preference Survey)** is a self-scoring survey which will help you define the kinds of work you may be interested in doing. The survey lists various activities performed in many kinds of occupations and you are asked to decide whether you *dislike* or *like* doing these activities and then how *much* you like each of them. After completing the survey, you can plot your "profile," and from the profile you can determine in what occupational group your interest may be strongest. Many occupational possibilities are listed within each one of the groups described.

9. **EBCE (Experience Based Career Education)** is an opportunity for Juniors and Seniors to explore and analyze "first hand" the skills, knowledge, interests and lifestyles required to function satisfactorily in various career areas, as well as an opportunity to investigate the requirements of a specific career. Students have the opportunity to observe and interview persons functioning in various occupations and professions; these experiences are followed by individual or small group discussions about the conclusions to be drawn from these experiences, particularly in regard to the individual student. During the remaining afternoons, students are provided with a number of options through which they may receive credit in various subjects; this instruction may be provided by individualized or personalized instruction, or through large or small group instruction.

10. **Volunteers in Action (VIA)** CPU. This CPU provides students with an opportunity to serve as Volunteers in various community agencies. After ten hours of orientation to these agencies, students choose the agency with which they wish to work (elementary school, the elderly, the mentally handicapped). At the site of their choice they receive further training and are supervised by the personnel on the site during two to six hours of volunteer work per week. In addition, students participate in two seminars per week at the school. This experience allows students to a) get to know their community better; b) apply some of the skills and/or knowledge gained from courses such as psychology, sociology, music, child development, communication and others; c) pursue interests such as broadcasting, photography, tutoring, swimming, drama, hobbies; and d) be of service to others.

11. **Counselors and/or Advisors** are always a good source for career information and help with career planning.

Resources *Outside* of East High School–(YOUR INFORMATION BASE, RESOURCES)

I. **Places, People, and Literature:**

NEBRASKA JOB SERVICE
CITY LIBRARY
UNIVERSITY LIBRARY
SPECIALIZED LIBRARIES
PRIVATE EMPLOYMENT AGENCIES
PROFESSIONAL ORGANIZATIONS (For various career areas)
- American Medical Association
- Nebraska Society of Public Accountants
- American Bar Association
- Nebraska State Educational Association

COMMUNITY COLLEGES OR VOCATIONAL SCHOOLS
MAGAZINES
BIBLIOGRAPHIES IN BOOKS AND MAGAZINES
- The Magazine *Career World* Lists sources and addresses

GOVERNMENT DOCUMENTS
BUSINESSES
FAMILY
FRIENDS

2. **Specific References:**

ENCYCLOPEDIA OF ASSOCIATIONS, Vol. I, Edition No. 10.
CAREER ASSISTANCE RESOURCE HANDBOOK, University of Nebraska publication
THE CAREER PLANNING WORKSHOP, EDN Corporation, Jenkintown, Penn. 19046
AFTER HIGH SCHOOL–WHAT?, Channing L. Bete Co., Inc., Greenfield, Mass.

--and
AFTER HIGH SCHOOL
you'll be ready to go into the world in the direction that's
RIGHT FOR YOU!

APPENDIX E

COURSE FOR 10TH GRADE GUIDANCE SEQUENCE FOR NE

(SALMON)

APPENDIX F

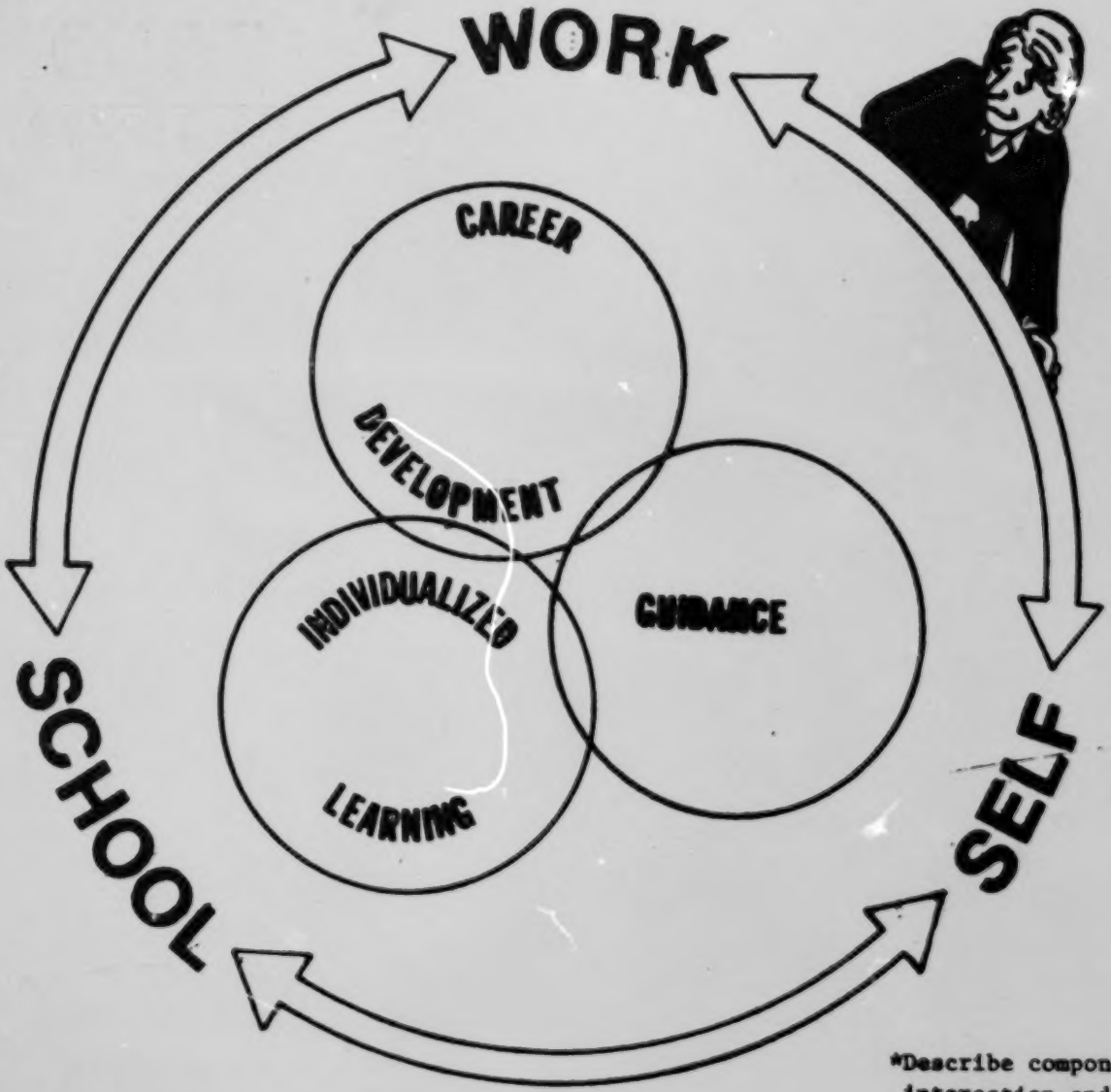
ANNOTATED COPY OF EBCE FLIPCHART

(RUSSETT)

Exploration

*Define Exploration
- -Low level activities
- -Awareness, not preparation or skill acquisition
- -Cluster concept described

Experience Based Career Education



*Describe components interaction and integration

*Emphasize the basic skills development

Experience-Based Career Education

What does the student gain?

Why EBCE?

*Students, as a result of participation in EBCE, should gain a greater sense of self-awareness in terms of who they are, what they want and where they are going in life.

CAREER INFORMATION
WORLD OF WORK

-Broad base of knowledge and experiences
-Breakdown stereotypes re: world of work

ADULT WORLD

-Eases the transition into the adult world
-See adult roles in a variety of settings
-Realities of adult attitudes, expectations, responsibilities on the job

MOTIVATION

-Stimulates interests
-Encourages participation
-Better attitudes towards school

WORK AND SCHOOL

-See how both go hand-in-hand
-How they inter-relate

PLANNING

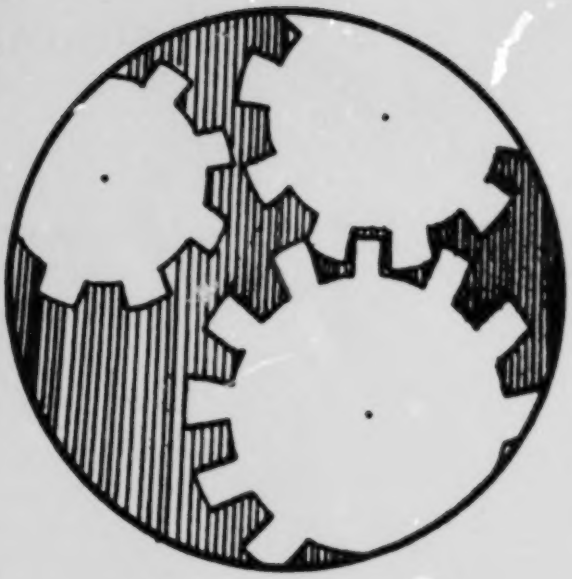
-Decision making skills
-Problem solving
-Long range planning for career future
-Intentional and tangible direction set by student with support for his/her decisions

WHAT DO STUDENTS DO?

(at the sites)

All are basically learning activities-
self-explanatory

- View overall operation
- Work through training programs
- Study publicity and recruitment materials
- Talk with employees
- Solve simulated problems
- Try work samples
- Observe, listen, and question
- Examine forms and training manuals
- Wear and see the "big picture"



Site Responsibilities

*STRESS COMMITMENT IN TERMS OF TIME AND RESOURCES.

- **I**dentify a co-ordinator

- **A**ssist in developing learning Activities

Discuss time element involved after analysis

- **C**onduct student activities:
  - attendance reports
  - provide employee leader(s)
  - student evaluations

Stress importance of letting the school personnel know if a student does not show up

- **C**ommunicate with school

*Cooperative effort between the schools and community. We can provide the structure for the activities but the businesses have the expertise to deliver them.

SCHEDULE FOR EXPLORATION

General Information

Small groups – 6-8 students (would be same group of students per cluster exploration on a M-W, T-Th basis.)

2-4 afternoons per 9 week period

Mondays/Wednesdays or Tuesdays/Thursdays

Begin 1 p.m.

Two or more hours per session

List of students one week in advance

Independent projects scheduled individually

For 4-9 week experiences *Comes after students have completed exploration phase.

What's in it for me?

Benefits to the Community Sites

✓ **Understanding of Economic System**

Value to students-dispel misconceptions about the economic sector

✓ **Investment in Community**

Contribute to formation of attitudes of future labor force

✓ **Quality Workers**

Good attitude towards work, accept responsibility for job, productive, mature outlook

✓ **Bolster Staff Morale**

✓ **Enhance Staff Awareness of their Work**

✓ **Reduce Future Turnover** -indirect or direct benefit to them specifically

✓ **The Chance to be a Teacher**

Impart knowledge to another

APPENDIX G

EBCE EVALUATION REPORT

(GOLDENROD)

Experienced Based Career Education First Year Report

October, 1977

EVALUATION TEAM
Educational Service Unit No. 18
P.O. Box 82889
Lincoln, Nebraska

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EXPERIENCED BASED CAREER EDUCATION: FIRST YEAR REPORT

Evaluated by
Nebraska Educational Service Unit #18
William T. Workman - Administrator

Paul G. Monkowski
James P. Leestma
Carl D. Novak
William W. Walker

October 1977

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Introduction

This report is organized into four sections. Section I summarizes in tabular form the first year process objectives. The second section is an analysis of faculty responses to the basic principles of EBCE and their expressed interest in the various instructional roles in EBCE. Data from this survey is compared to responses of faculty members in 1975.

Section 3 summarizes information relating to attempts on the part of the EBCE staff to inform and register students in EBCE for the 1977-78 academic year.

Section 4 summarizes the comments of school building personnel to selected parts of a structured interview given by the evaluators in June 1977. Part A summarizes perceptions regarding the helpfulness of the project in the installation process, the strengths and weaknesses of the project, and the future building plans regarding implementation. Part B is a validated summary of responses to the interview.

Section 5 can best be described as a summary and interpretation of the evaluation findings. As such, it is a narrative description of the development, execution, and reception of the project by the schools involved and summarizes the information gleaned from the interviews, from the data collection sources, and from the project staff.

* For clarity in reading this report the schools involved in this project and their abbreviations are listed as follows:

SE Southeast High School
E East High School
LHS Lincoln High School
NE Northeast High School

Section I

The following table is a summary of the status of the first year process objectives for the Lincoln EBCE project. The objectives are from the first year working plan constructed by the project staff. The evaluators met with the project director in June 1977 to judge the relative status of the objectives based upon evidence available either in already compiled project documents (project director's summary, staff quarterly reports, etc.) or from answers of the project staff to clarifying questions by the evaluators. This summary can best be described as an audit; and as such, the status reported here is based upon the subjective judgment of the evaluators. Unless otherwise noted on the summary table, the objectives were considered to be completed.

TABLE

SUMMARY OF ACHIEVEMENT OF FIRST YEAR
PROCESS OBJECTIVES

OVERALL TASK I - MANAGE PROJECT	PRESENT STATUS *
Obj. 1. Organize Project	
1.1 Choose project director	
1.2 Establish project in district organization system	
1.3 Establish project management system	
1.4 Select and orient staff members	
1.5 Prepare overall program of work and timeline (revised to fit new start-up date)	
1.6 Prepare general evaluation plan	
1.7 Organize Advisory Council	
Obj. 2. Operate Project First Year	
2.1 Manage plan of work by reviewing progress of plans for accomplishing sub-goals and tasks, adding and revising as necessary.	
2.2 Make detailed review (and revision if necessary) of overall program of work and timeline	
2.3 Report progress to cabinet, advisory council, and program officers (Quarterly Report)	
2.4 Manage budget (Quarterly Report)	
2.5 Appraise staff (Quarterly Written Report)	
2.6 Prepare Mediated presentation of project	
2.7 Prepare and implement plan for reaching each target group	
Obj. 3. Prepare Plan for Second Year of Project	
3.1 Prepare interim evaluation report summary	
3.2 Prepare "issues and alternatives" paper and submit to project policy council	
3.3 Prepare "recommended second year program: paper	
3.4 Prepare draft of project continuation proposal for second year and submit to project policy council	
3.5 Revised first draft and submit for final approval	
3.6 Submit second year proposal to program officer	
Obj. 4. Operate Project Second Year	
4.1 Select staff (if necessary)	
4.2 Prepare program of work for second year (remainder of tasks will be similar to those of Section 2)	NC
Obj. 5. Prepare Plan for Third Year of Project Tasks will be similar to Section 3	NC

* NC Not Completed
PC Partially Completed
R Revised
O Ongoing

		PRESENT STATUS
Obj. 6.	Operate Project Third Year Tasks will be similar to Section 2	NC
Obj. 7.	Prepare Plan for Continuation of Project by District (if needed)	NC

OVERALL TASK II - DEVELOP AND INSTALL "FIRST-TRY" 10th GRADE SEQUENCE OF CAREER/EDUCATIONAL PLANNING GUIDANCE ACTIVITIES IN EACH HIGH SCHOOL

Obj. 1.	Develop and Operate General Management Strategy with Student Services Department	
1.1	Establish goals as joint goals of project and Student Services Guidance Department	
1.2	Establish method for district-wide and local school participation in developing and installing program, specifying responsibilities and tasks of each level	
1.3	Develop plan for monitoring, evaluating and reporting	PC & SE
1.4	Operate plans for developing, installing, monitoring, evaluating and reporting	PC
Obj. 2.	Develop "First-Try" Program	
2.1	Define content of program by developing student outcomes written in performance terms	
2.1.1	Write overall goals and objectives	
2.1.2	Prepare content analysis	
2.1.3	Assemble sets of detailed student outcomes	
2.1.4	Group outcomes according to analysis	
2.1.5	Prepare general scope of student outcomes in standard form	
2.1.6	Validate scope by submitting to various groups (district-wide, in each school, expert opinion)	
2.1.7	Revise as necessary	
2.2	Create annotated or recommended list of program activities to achieve student outcomes	
2.2.1	Assemble available program activities from commercial publisher, local materials, etc.	
2.2.2	Analyze each activity for suitability in general program in terms of cost, effectiveness ease of installing and operating, etc.	
2.2.3	Correlate acceptable and recommended activities with scope of student outcomes	
2.3	Present scope and sequence to schools in accordance with local development and installation strategies	
2.3.1	Analyze each local school strategy	
2.3.2	Recommend to each school the best use of centrally prepared material	
Obj. 3.	Develop and Operate Necessary Staff Development Activities for "First-Try" Program	R
3.1	Determine staff development needs	
3.1.1	Analyze skills necessary to operate suggested general program, and each local school program	

PRESENT STATUS

3.1.2 Compare with existing skills in each case, determine skills needed

3.2 Prepare minimum necessary staff development activities
- 3.2.1 Analyze needs, prepare goals and objectives
- 3.2.2 Assemble descriptive list of available resources
- 3.2.3 Determine best use of available resources to meet program needs, at district and local building levels
- 3.2.4 Plan with each building to establish program of staff development, including goals, objectives, resources, program activities, timeline, target group, budget, etc.

Obj. 4. Plan and Operate "First-Try" Program in Each School

4.1 Establish planning mechanism in each school
- 4.1.1 Analyze scope and impact of program
- 4.1.2 Analyze resources, organizational scheme of school
- 4.1.3 Determine general management strategy
- 4.1.4 Establish planning and decision-making mechanisms

4.2 Prepare "First-Year" program plan
- 4.2.1 Analyze materials provided from district-level
- 4.2.2 Analyze local needs, goals, and constraints
- 4.2.3 Prepare draft of plan, including tasks and timeline
- 4.2.4 Get approval of draft from decision-making mechanism

4.3 Prepare "First-Year" management and evaluation plan
- 4.3.1 Establish responsibility for managing first year operation and assign
- 4.3.2 Analyze needs for materials and plan for producing or obtaining materials
- 4.3.3 Analyze staff development needs and prepare plan for staff development — PC @ LHS
- 4.3.4 Determine key events and decisions and plan data collection procedures — PC

4.4 Determine key events and decisions and plan data collection procedures — PC @ SE

Obj. 5. Plan Revision of "First-Year" Program

5.1 Evaluate "First-Year" program at local and district levels

5.2 State program needs for second year

5.3 Set program goals and major objectives for second year

5.4 Construct plan for revision

OVERALL TASK III - ESTABLISH SYSTEMS FOR DELIVERING ALLIED INSTRUCTION IN EACH HIGH SCHOOL

Obj. 1. Develop District Policies and Principles of Model for Delivering Allied Instruction

1.1 Obtain input from consultants
- 1.1.1 Construct analysis paper analyzing RBS model:

PRESENT STATUS

philosophy subject areas, materials used, organization, credit, costs, facilities, etc.

1.1.2 Ask consultants to correlate the RBS model with present state of individualized and flexible instruction in LPS

1.1.3 Identify key issues, problems, questions

1.2 Obtain input from district task force

1.2.1 Determine school and central members of task force

1.2.2 Define role and tasks of district task force

1.2.3 Ask task force to respond to analysis paper

1.3 Construct working paper

1.3.1 Analyze input from consultants

1.3.2 Analyze input from district task force

1.3.3 Collect and analyze input from individual schools

1.3.4 Write working paper defining tentative policies and principles and incorporating input

1.4 Gather input from significant groups using working paper

1.4.1 Hold discussion sessions with English, math, social studies, science, and media chairperson

1.4.2 Hold further discussion sessions with consultants

1.4.3 Hold feedback sessions with local school staffs

1.5 Construct draft of position paper for Policy Council

1.5.1 Analyze feedback from discussion sessions

1.5.2 Analyze requirements of overall EBCE model

1.5.3 Analyze constraints present invarious implementation sites (local schools and central office)

1.5.4 Prepare draft and discuss with project staff, Ass't. Supt. for Curriculum, with consultants and with selected school staff

1.6 Prepare final draft of position paper for Policy Council

1.6.1 Submit working draft to district task force

1.6.2 Revise working draft as necessary

1.7 Prepare district policy and principles statement for delivering allied instruction

1.7.1 Submit draft of statement of Policy Council

1.7.2 Revise as necessary

1.7.3 Publish when revisions are complete

Obj. 2. Develop "First-Year" Model and Installation Plan to Establish Allied Instruction in Each High School

2.1 Develop planning capacity (in each high school)

2.1.1 Analyze scope and impact of delivery service

2.1.2 Analyze resources and organization scheme of school

2.1.3 Determine general management strategy in school

2.1.4 Establish planning and decision-making mechanisms

2.2 Prepare first draft of "First-Year" model

2.2.1 Analyze district policy statement

2.2.2 Analyze constraints of local situation (i.e., staff attitudes, management styles, place and facilities, etc.)

			PRESENT STATUS
	2.2.3	Construct working paper including such items as: goals and purpose, general descriptions, content, delivery mechanisms, credit, staffing, organization, accountability, relationships to other school programs	
2.3		Prepare general adoption strategy (by planning group)	
	2.3.1	Identify constraints and facilitators	
	2.3.2	Identify means of maximizing facilitators	
	2.3.3	Identify means of overcoming constraints, and which constraints may not be overcome	
	2.3.4	Obtain input from other schools in sharing session	
	2.3.5	Determine genreal adoption strategy	
	2.3.6	Revise working paper as necessary	
2.4		Orient staff according to adoption strategy	O
	2.4.1	Prepare materials and presentation	
	2.4.2	Schedule and held sessions called for in strategy	
	2.4.3	Collect feedback on achievement of process objectives in strategy	
	2.4.4	Prepare and operate second-try strategies when necessary	
2.5		Prepare final draft of "First-Year"model	PC @ SE, EAST, LHS
Obj. 3.		Prepare and Operate Installation Plan	
3.1		Register students and analyze learning needs	O
	3.1.1	Prepare orientation to students for total EBCE model, including specifics from Career Development component, Guidance component, and Allied Learning component	
	3.1.2	Plan and implement orientation strategy for students and parents	
	3.1.3	Collect registrations	
	3.1.4	Plan and implement strategy for identifying learning needs of registered students	
3.2		Obtain needed learning materials	O
	3.2.1	Analyze subject areas, delivery mechanisms, organization and facilities	
	3.2.2	Analyze existing learning materials and determine needs for additional materials	
	3.2.3	Prepare list and description of alternative materials	
	3.2.4	Analyze alternative materials for cost-effectiveness and constraints	
	3.2.5	Determine materials to be purchased and those to be constructed	
	3.2.6	Order materials to be purchased	
	3.2.7	Plan for and commission construction of materials to be constructed	
3.3		Prepare organizational system for delivering allied learning to students	O
	3.3.1	Define purpose of allied learning and philosophy of instruction to be implemented	
	3.3.2	Analyze constraints imposed by facilities, overriding school requirements for crediting, absence reporting, etc.	

			PRESENT STATUS
	3.3.3	Specify management/organizational needs	
	3.3.4	Generate alternative strategies to meet identified needs by examining RBS materials and other similar materials	
	3.3.5	Choose optimum management scheme for trail in first year model	
	3.3.6	Construct materials to implement management strategy	
3.4	Select program staff		
	3.4.1	Orient all staff to EBCE	
	3.4.2	Write job descriptions for all EBCE program staff	
	3.4.3	Determine staff selection procedures and get commitment from staff needed to handle anticipated student enrollment	
3.5	Train program staff		O
	3.5.1	Orient all staff to EBCE	
	3.5.2	Describe tasks and requisite knowledge, skills, and attitudes	
	3.5.3	Analyze selected staff to determine needs (gaps between present and minimum level competencies in knowledge, skills and attitudes)	
	3.5.4	Describe requirements of needed training program	
	3.5.5	Obtain or design training program to meet requirements	
	3.5.6	Plan operation of training program	
	3.5.7	Conduct training program	
	3.5.8	Evaluate achievement of objectives of training	
	3.5.9	Plan additional training as necessary	
3.6	Prepare detailed operational plan		PC
	3.6.1	Review general description of model for school	
	3.6.2	Plan for scheduling of students	
	3.6.3	Plan assigning, monitoring, and evaluating procedures	
	3.6.4	Plan procedures for validating credit in school structure	
	3.6.5	Plan procedures for assigning and reporting credit	
	3.6.6	Plan for use of physical facilities, including identification of equipment needed or remodeling necessary	
	3.6.7	Plan for assignment of staff	
	3.6.8	Place responsibility for supervising program and assign	
	3.6.9	Identify key decisions and events, and signs of satisfactory performance	NC
	3.6.10	Determine data needs and data collection procedures	NC
	3.6.11	Determine documenting and reporting procedures	NC
Obj. 4.	Operate "First-Year" Program Plan		O

PRESENT STATUS

OVERALL TASK IV - CAREER EXPLORATION

Obj. 1. Develop Planning Capacity
- 1.1 Establish and orient district-wide planning groups
- 1.2 Establish and orient community planning group
  - 1.2.1 Identify appropriate membership
  - 1.2.2 Recruit members
  - 1.2.3 Orient members

Obj. 2. *Describe Exploration Program Element*
- 2.1 Describe nature of career exploration
  - 2.1.1 Summarize literature on career exploration
  - 2.1.2 Summarize local experience with career exploration
  - 2.1.3 Analyze career exploration programs, particularly EBCE
  - 2.1.4 Write analyze paper
- 2.2 Determine general nature of cluster system to be used
  - 2.2.1 Identify possible cluster systems
  - 2.2.2 Analyze alternatives for needs with students, school staff members, community resources
  - 2.2.3 Write position paper
- 2.3 Describe general characteristics of Exploration Units
  - 2.3.1 Determine desired student outcomes
  - 2.3.2 Determine appropriate student activities
  - 2.3.3 Determine appropriate instructional approach
  - 2.3.4 Determine appropriate organization
  - 2.3.5 Write description
- 2.4 Develop Prototype Exploration Unit
  - 2.4.1 Determine optimum topic for use as exemplar
  - 2.4.2 Recruit site and resource assistance
  - 2.4.3 Analyze site as learning station
  - 2.4.4 Write exploration outcomes
  - 2.4.5 Choose learning activities
  - 2.4.6 Prepare resource site, coordinator, and student materials
- 2.5 Validate Exploration Program Element — PC
  - 2.5.1 Obtain critique from appropriate groups (district-wide, local school, community task forces, and Advisory Council)
  - 2.5.2 Revise as necessary and publish rationale, organization, processes, resources analysis guide, etc.

Obj. 3. Develop Exploration Program Units for First Program Cycle (March-June 1977)
- 3.1 Determine content of units and number needed
  - 3.1.1 Estimate number of students enrolled
  - 3.1.2 Estimate interests and needs of students
  - 3.1.3 List units, time schedule, and assign staff
- 3.2 Identify community exploration sites
  - 3.2.1 Develop plan of inventory of community
  - 3.2.2 Organize Task Force for use of Community Resources
  - 3.2.3 Identify resources needed for first program cycle

		PRESENT STATUS
	3.2.4 Continue inventory of resources as needed	
3.3	Recruit community exploration sites for first program cycle	O
	3.3.1 Develop recruitment package	
	3.3.1.1 Describe EBCE program	
	3.3.1.2 Describe role of resource	
	3.3.1.3 Describe relationship to other programs using community resources	
	3.3.2 Schedule sites and staff for presentations	
	3.3.3 Build bank of potential sites for development	
3.4	Orient and develop community sites for first cycle	O
	3.4.1 Develop understanding of program concepts	
	3.4.2 identify planning and capability	
	3.4.3 Develop unit(s)	
	3.4.4 Validate units by submission to various task forces and Advisory Council members	
	3.4.5 Develop delivery capability	
	3.4.6 Revise general characteristics of units as needed.	
Obj. 4.	Try Out Exploration Units in First Program Cycle (LHS)	
4.1	Establish and orient planning group	
	4.1.1 Choose planning group	
	4.1.2 Establish concepts of EBCE and Exploration	
4.2	Develop plan for delivering Exploration Units to students	
	4.2.1 Plan student access to Units	
	4.2.2 Plan for monitoring of student activity	
	4.2.3 Plan for monitoring of sites activity	
	4.2.4 Plan for assessing student achievement and granting credit	
	4.2.5 Plan for record-keeping	
	4.2.6 Plan for physical facilities and transportation	
4.3	Identify and train staff	
	4.3.1 Determine characteristics of staff	
	4.3.2 Identify and recruit staff	
	4.3.3 Orient and train staff	
4.4	Develop plan for conducting tryout	
	4.4.1 Place responsibility for supervising program and assign	
	4.4.2 Construct scope of work and timeline	
	4.4.3 Identify key decisions and events	
	4.4.4 Determine data needs and data collection procedures	
	4.4.5 Determine documenting and reporting procedures	
4.5	Operate tryout plans	
4.6	Report results of tryout	
Obj. 5.	Develop Exploration Program Units for Second Program Cycle (Sept. 1977 - Jan. 1978) and Successive Cycles	O
Obj. 6.	Operate Exploration Program Elements in Second Program Cycle (Sept. 1977 - Jan. 1978) and Successive Cycles	O

PRESENT STATUS

OVERALL TASK VII - CONSTRUCT AND OPERATE BUILDING MANAGEMENT PLANS FOR EBCE PROGRAM

Obj. 1. Establish Planning Capacity
- 1.1 Analyze general EBCE model to determine general impace
- 1.2 Choose planning/decision-making team
- 1.3 Orient team to general EBCE model and tasks of team

Obj. 2. Write General Description of Building EBCE Program (first draft)
- 2.1 Analyze philosophy, objectives, and procedures of EBCE program
- 2.2 Analyze policy decisions from District Policy Council
- 2.3 Write purpose and rationale for EBCE program in building
- 2.4 Determine outcomes intended (students, staff, etc.)
- 2.5 Describe each major program element
  - 2.5.1 Purpose
  - 2.5.2 Nature
  - 2.5.3 Resources required and source of resources
  - 2.5.4 Organization
  - 2.5.5 Major program operation events and tasks
  - 2.5.6 Critical events, indicators of progress, data collection points, etc.

Obj. 3. Write General Installation Strategy — NC
- 3.1 Analyze decision-making and management structure of school
  - 3.1.1 Formal and informal organizational structure
  - 3.1.2 Decision-making procedures
  - 3.1.3 Management procedures
- 3.2 Determine key elements in installation process and analyze for supporting factors and negative factors
- 3.3 Write overall plan for installation
  - 3.3.1 Rationale and purpose
  - 3.3.2 Activities and tasks with timeline and resources needed
  - 3.3.3 Critical events, indicators of progress, data collection points, etc.
  - 3.3.4 Activities
    - 3.3.4.1 Gaining support from general staff
    - 3.3.4.2 Identifying, recruiting, and training program staff
    - 3.3.4.3 Introducing program to students and gaining enrollment
    - 3.3.4.4 Describing program to parents and training support
    - 3.3.4.5 General organization and management of program
    - 3.3.4.6 Ordering of materials and establishment of facility
    - 3.3.4.7 Establishment of operating policies

	PRESENT STATUS
Obj. 4. Operate Installation Strategy	
4.1 Implement plan of activities	O
4.2 Monitor activities	
4.3 Collect evaluation data and report on regular basis	
4.4 Revise program as needed according to evaluation data	
Obj. 5. Prepare Operational Plan for Second Year of Operation	

Section 2

In order to determine the impact of the EBCE project on faculty attitudes, the survey designed and used as part of the original project proposal was given in September 1977 to all faculty members at each of the four high schools. The survey was not altered or modified in any way and was designed to measure (a) attitudes to the basic EBCE principles and (b) interest of the faculty relative to the various instructional roles in EBCE. Table A summarizes the district-wide response; individual school data can be found in Appendix B. Table B compares the model responses of the September 1977 data with the model responses of the proposal data.

In examining Table B, the following points can be noted:

(1) Teachers; perceptions of the degree to which the schools' provide opportunities for students to learn about themselves (Section I, Item 2) and how to make decisions and solve problems (Section I, Item 4) changed from a perception of "not enough" provisions to the "right amount" of provisions made to accomplish these goals.

(2) Adequate provisions were seen for learning about careers by visiting with employers (Section I, Item 1), planning school program based upon the individual's career goals (Section I, Item 5), and receiving credit for community learning projects (Section I, Item 7). These perceptions remained unchanged over time.

(3) Teachers felt that the schools do not provide enough opportunities for students to discover the relationship between school and work (Section I, Item 3) and opportunities to improve academic skills through individualized works coordinated with work experience (Section I, Item 6).

(4) Teachers continued to express willingness for helping students determine their interests in relation to careers (Section 2, Item 2) and in methods for cooordinating goals with the school program (Section 2, Item 3).

(5) Teachers were less interested, however, in helping students carry out exploration experiences (Section 2, Item 1) and coordinating academic and community learning projects (Section 2, Item 4).

Further examination of Table A indicates that the biggest reason why teachers would choose not to be involved in EBCE activities is because they do not have the time (68.2% of the teachers reponded this way). Teachers also indicated that EBCE should be available primarily to those students who are interested in it (70.7%). Forty-five percent of the teachers indicated that the idea of EBCE is good and they will support it. These findings are consistent with the 1975 proposal data.

A word of caution in interpreting these data is appropriate at this time. The difference in the total number of teachers responding to the survey is significant, thereby bringing into question the representativeness of the samples. Also, the survey was designed in such a way that it was impossible in the last three sections to distinguish between those persons who chose not to respond to an item (missing data) and those persons who felt the item did not reflect their view (an actual response). This is a major flaw, and information from these last three sections of the survey should be <u>very cautiously</u> interpreted. The first two sections of the survey do have a degree of missing data, but this problem is not nearly as severe as the one mentioned above.

TABLE A

FREQUENCY AND PERCENT OF RESPONSES OF 242 TEACHERS

The following is a list of statements about Experience-Based Career Education. For each statement please note whether your school is providing NOT ENOUGH, the RIGHT AMOUNT, or TOO MUCH.

		Not Enough	Right Amount	Too Much	Missing
1.	Learning about careers by visiting with employers and employees at their place of business in the community.	74 36.6%	124 51.2%	8 3.3%	36 14.9%
2.	Learning about themselves, their interests, their abilities and their values as they relate to various careers.	71 29.3%	132 54.5%	4 1.7%	35 14.5%
3.	Discovering the relationship between what is learned in school and how it is valuable in the world of work.	115 47.5%	93 38.4%	2 0.8%	32 13.2%
4.	Learning how to make decisions and solve problems for themselves.	98 40.5%	107 44.2%	5 2.1%	32 13.2%
5.	Planning their school program based on their own career goals.	66 27.3%	131 54.1%	11 4.5%	34 14.0%
6.	Improving their abilities in math, English, and social studies through individualized work based on their knowledge of the relationship between those skills and the world of work.	112 46.3%	88 36.4%	6 2.5%	36 14.9%
7.	Getting credit for doing learning projects in the community which combine learning about the world of work and academic learning.	58 24.0%	119 49.2%	25 10.3%	40 16.5%

Assuming there were an opportunity to work in a program like EBCE, which of the following would you be interested in doing? (Check as many as appropriate.)

		Yes	No	Missing
1.	Helping students plan and carry out exploration experiences in the community.	107 44.2%	111 45.9%	24 9.9%
2.	Helping students determine their own interests, aptitudes and values in relationship to careers.	166 68.6%	56 23.1%	20 8.3%
3.	Helping students learn how to set goals and make plans for their school program based on career goals.	147 60.7%	68 28.1%	27 11.2%
4.	Helping students plan and carry out learning projects in the community combining indepth career investigation and academic learning.	102 42.1%	111 45.9%	29 12.0%

(Continued on the back)

What do you feel would be the biggest reason(s) why you would *not* want to be involved in the activities listed above. (Check as many as appropriate.)

1.	I am not interested.	22 – 9.17%
2.	I would not have time.	165 – 68.2%
3.	I do not have:	
	a. Knowledge of the community.	36 – 14.9%
	b. Knowledge of how various skills taught in school relate to various careers.	39 – 16.1%
	c. Knowledge of the techniques needed to help students know their interest aptitude and values.	64 – 26.4%
	d. Knowledge of the techniques needed to help students develop interest in and ability to plan.	53 – 21.9%

Given what you presently know about EBCE in your school, which of the following groups of students should participate?

1.	All students.	32 – 13.2%
2.	Those students who are interested.	171 – 70.7%
3.	Students who are not succeeding in the regular program.	35 – 14.5%
4.	Students who are vocationally oriented.	66 – 27.3%

Given what you presently know about EBCE in your school, what do you think about the idea?

1.	It's a good idea, and I will support it.	109 – 45.0%
2.	It's a good idea, but I don't feel (for various reasons) that I want to participate in it.	46 – 19.0%
3.	It's a good idea, but it is not practical.	35 – 14.5%
4.	It's not a good idea.	10 – 4.1%
5.	Unable to comment.	34 – 14.0%

TABLE B

Summary of Change in the Model Category of Teachers Responses to an EBCE Survey

Item	Proposal Data 1975 N=86	Beginning Year 2 data Sept 77 N=242	Status of Change
Section I	Category most frequently checked	Category most frequently checked	
1	"right amount"	"right amount"	Same-positive
2	"not enough"	"right amount"	Increase
3	"not enough"	"not enough"	Same-negative
4	"not enough"	"right amount"	Increase
5	"right amount"	"right amount"	Same-positive
6	"not enough"	"not enough"	Same-negative
7	"right amount"	"right amount"	Same-positive
Section 2	Category most frequently checked	Category most frequently checked	Status of Change
1	"Yes"	"No"	Negative change
2	"Yes"	"Yes"	Positive-Stable
3	"Yes"	"Yes"	Positive-Stable
4	"Yes"	"No"	Negative change

Section 3

The first year of the Lincoln Experience Based Career Education Project focused primarily upon building adoption and definition of the purposes and anticipated outcomes and processes of EBCE at the local building level. As such, no students were involved in the project (with the exception of a small pilot group at one high school during the fourth academic quarter). EBCE staff worked with building people to define EBCE for the individual school within the framework of the Philadelphia model. Hence, the task of each school was to determine the definition and logical operation of the Academic Resource Center (ARC), Guidance, and Community Exploration Components. Section 5 of this report provides a detailed analysis of this developmental process, its problems, and accomplishment.

Although students were not enrolled during the first project year, they were provided with information regarding the EBCE program through group guidance, special sessions, and counselor conferences. Table I summarizes descriptive information regarding recruitment and enrollment for the 1977-1978 academic year.

The three high schools provided opportunities for studnets and parents to learn about EBCE. They also kept faculty informed of EBCE activities and involved faculty members in the planning process. Detailed descriptions of these activities can be found in the coordinators quarterly report.

Students at Southeast High School who indicated an initial interest but chose not to enroll in EBCE were administered a short questionnaire to determine some of the reasons for their initial interest in EBCE and their subsequent decision not to enroll.

Table I

DESCRIPTIVE STATISTICS PERTAINING TO PROJECTED ENROLLMENT IN EBCE

	SE	LHS	EAST
Number of students exposed to some aspect of the program.	95	195	78
Number of students who expressed interest in the program.	88	62	78
Total enrollment for first semester 1977-1978. (percent of total interested)	35 (40%)	39 (61%)	30 (39%)
Number of interested students who chose not to enroll. (percent of total interested)	53 (60%)	23 (39%)	48 (61%)

As can be seen from Table 2 the top three reasons for initial interest in EBCE were:

(a) desire to know about different careers (#4, 69%)

(b) desire to try something different (#3, 65%)

(c) desire for individualized learning (#5, 52%)

Students most frequently listed the following three reasons for not enrolling in EBCE:

(a) scheduling conflict with other courses (#1, 88%)

(b) desire to finish high school requirements (#5, 60%)

(c) scheduling conflict with extra-curricular activities (#8, 50%)

In addition to general student awareness of the program one high school (Southeast) did extensive work with student career and goal planning through the building's 10th grade guidance sequence. Table 3 summarizes responses to those items relating specifically to EBCE activities. (The entire scope of the 10th grade guidance sequence at Southeast can be found in the Coordinator's Quarterly Reports.)

The students at Southeast generally felt that adequate time was spent on the career sessions (55%), that the sessions were of value (56%), and well organized (71%). Eighty-five percent of the students indicated that the career sessions helped them in some way; sixty-two percent felt that the sessions helped them plan for the future; fifty-three percent indicated that the sessions helped them understand more about the work world; and forty-six percent felt the sessions helped them understand more about career help resources in the school and in the community. Only twenty-eight percent of the students, however, indicated that the career sessions helped them understand more about themselves.

It is apparent that the 10th grade guidance sequence at Southeast High School provided career sessions that the students found to be well organized and beneficial especially in activities related to planning for the future.

Table 2

SOUTHEAST EBCE - FOLLOW-UP QUESTIONNAIRE

I originally thought I might be interested in EBCE because:

Item		
1.	My counselor thought it would be a good idea	21% of 52, or 11 -
2.	My parents thought it would be a good idea	46% of 52, or 24
3.	I really wanted to try something different	*63% of 52, or 33
4.	I wanted to know about all kinds of careers	*69% of 52, or 36
5.	I liked the idea of individualized learning	*52% of 52, or 27
6.	I really need help figuring out what I'm going to do	44% of 52, or 23
7.	I was interested in learning on community sites	50% of 52, or 26
8.	Other (Please Specify)	4% of 52, or 2

I decided not to go ahead with EBCE because:

Item		
1.	It conflicted with other courses I wanted to take	*88% of 52, or 46
2.	It seemed like too much work for too little credit	29% of 52, or 15
3.	My parents didn't think it was a good idea	20% of 52, or 10
4.	My counselor felt I shouldn't take it	20% of 52, or 10
5.	I wanted to get all my high school requirements out of the way first	*60% of 52, or 31
6.	I want to wait until another semester to take it	31% of 52, or 16
7.	It conflicted with my job	39% of 52, or 20
8.	It conflicted with my interests is extra-curricular activities	*50% of 52, or 26
9.	None of my friends are in EBCe	17% of 52, or 9
10.	I realized that EBCE was not what I needed	37% of 52, or 19
11.	It seems like a course for kids who don't do too well in school	8% of 52, or 4
12.	It looked like the work would be too difficult for me	4% of 52, or 2
13.	I didn't understand what it was really all about	13% of 52, or 7
14.	It didn't seem very well organized	15% of 52, or 8
15.	Other (Please Specify)	31% of 52, or 16

Table 3

SUMMARY OF SELECTED ITEMS PERTAINING TO EBCE
IN THE 10th GRADE GUIDANCE SEQUENCE

	FREQUENCY	PERCENTAGE
I think we spent..... on these career sessions.		
...too much time	103	22%
...not enough time	109	23%
...about the right amount of time	262	55%
Going through these career sessions....		
...was a waste of my time	50	11%
...was valuable to me	265	56%
...was just something I had to do	156	33%
It seemed to me that the actual activities of the career sessions were...		
...well organized	332	71%
...not very well organized	129	28%
The career sessions helped me...		
...understand more about myself	134	28%
...understnad more about the work world	255	53%
...understand more about career help resources both in school and in the community	221	46%
...make some plans for the future	296	62%
..."in some way"; i.e., it wasn't a waste	406	85%

Section 4
Part A

This section of the EBCE evaluation summarizes the comments of school building personnel to selected parts of the structured interview given by the evaluators during June 1977. The EBCE building coordinators were asked to submit the names of personnel involved in planning and implementing EBCE in their respective buildings. Those interviewed were principals, vice principals for instruction, vice principals for student services, and faculty members associated with the project. Table 4 summarizes the number of interviews by school.

Table 4	
Southeast	3
East	7
Northeast	3
Lincoln High	4

The actual interview outline is presented in Appendix A for reference while reading this report. Each interview was tape recorded and transcribed for analysis. The interviews lasted approximately 30 minutes.* Attention in this section of the report focuses on items 10, 11, 12 and 13. Other items are discussed in other sections. The summary is organized by school under three general heading:

(1) Helpfulness of the Project in Installation

(2) Strengths and Weaknesses

(3) Future Plans

* It should be noted that the outline presented in Appendix A was designed for flexibility. Hence, when the situation demanded deviation from the outline, this was pursued.

HELPFULNESS OF THE PROJECT IN INSTALLATION

Southeast High School

Building people responded to this issue in a positive tone. The project was seen as providing a lot of planning assistance for the tenth grade guidance sequence; and, to a lesser degree, for the ARC. Specific activities and methods were developed and incorporated into the tenth grade guidance sequence. The school personnel felt that the project was not too helpful in developing the specifics for the functioning of the ARC. The school staff did not feel that the Career Exploration unit was sufficiently developed to permit an honest appraisal.

East High School

The personnel at East rated helpfulness of the project generally high in all three areas (planning assistance, guidance and exploration), in the development of the ARC, and in planning the specific activities with the guidance component. A concern was expressed regarding provision of adequate resources to compensate for the increased work load for counselors. The project was seen as providing minimal help in the development of the exploration component of the model.

It should be noted that there were two interpretations of "planning assistance": (1) broad, general planning and (2) planning of the specific details of operation. When planning was interpreted according to the second definition, the project was not rated as being as helpful as when planning was interpreted by the first definition. This trend was consistent throughout the East High School interviews.

Northeast High School

The Northeast staff expressed their concern over all aspects of the project. The EBCE staff was seen as helpful in providing basic planning activities, especially in the guidance component; but was not helpful in specifying the procedure for implementing the ARC and the exploration components. The staff expressed concern over the lack

of definition and coordination of the ARC and exploration facets and the availability of funds and resources to implement the EBCE model.

Lincoln High School

The project staff was seen as being very helpful in the development of all three components of the EBCE model. The ability of the project staff to provide specific program activities for all components was rated the weakest; but the building personnel still felt that this was adequate.

It should be noted that Lincoln High School was the only school to have student involvement even though this involvement was limited in number and type of activity. This could possibly explain why the building staff felt that project personnel were helpful in all areas.

STRENGTHS AND WEAKNESSES
(Potential Problems)

Southeast High School

Strengths. The Southeast faculty listed the stress on the individualization of students' educational needs as a definite strength of the ARC. The strength of the guidance component was seen as providing a common theoretical base with specific purposes for the tenth grade guidance sequence. Exploration was viewed as sound educational philosophy that stressed the interrelationship between the practical and the theoretical.

Weaknesses. The weaknesses of the ARC was seen as being unable at the present time to determine how individualization will be carried out, namely what are the specifics. The guidance component was weak only in that Southeast personnel felt that they did not get as much accomplished as they had hoped. The weakness of the exploration phase rests in the uncertainty of translating the theory into a meaningful and practical experience for the students.

East High School

Strengths. The strength of the ARC development at East lies in the fact that its flexibility fits well with the fundamental operation of the school. The school operates on a system of cooperatively planned units between student and advisor; and the ARC concept can operate well within this framework. The school staff did not express any particular strength of the guidance component. The school staff felt that the strength of the exploration component was in the community involvement with the educational process.

Weaknesses. The weakness in the ARC component was seen to be the lack of experience in its operation, i.e., how does it really work? The guidance component was weak in definition with confusion between tenth grade guidance and individual guidance for students enrolled in the program. The East staff expressed weakness in the exploration component, in the lack of site development, and the inability of the project to coordinate EBCE with other existing school programs, particularly in the vocational area.

Northeast High School

Strengths. The staff at Northeast viewed the strength of the ARC to be the agreement among the people who will be directly involved with the component regarding its definition, function, and method of operation. The strength of the guidance component is the fact that the tenth grade guidance sequence is in final form and will be operating in the fall of 1977 with the initiation of a mandatory quarter course for all tenth grade students. The strength of the exploration component rests in the ability to coordinate school and work related activities.

Weaknesses. The staff at Northeast felt that the weakness of the ARC was that the full development of the concept would demand a large commitment of money and resources. If the ARC is not developed fully, it could possibly end up providing only custodial activities. The problem rests in establishing the credibility of content covered in the ARC. The weakness of the guidance component is in the fact that there was minimal involvement of the counseling staff during the planning stages. The problem of transportation of students and creating a meaningful work experience were cited as areas of concern.

Lincoln High School

Strengths. The strengths of the ARC as perceived by Lincoln High School staff were adequate planning before implementation and the potential for providing an alternative method for delivering instruction. The strength of the guidance component is that counselors will be performing a function that they were designated to do in theory and have never had the opportunity to do so. This will occur with the delivery of quarter courses in career guidance for tenth grade students. The strength of the exploration component is in its philosophy of bridging the gap between what the student does in school and what happens in the real world.

Weaknesses. The weaknesses of the ARC was seen to rest in the fact that it has not been tested as to its effectiveness in accomplishing its goals. Consequently, it does not have credibility with the staff at this point in time as an alternate delivery system

equal in quality of learning with the regular classroom. The weakness of the guidance component is that responsibilities have been added to the guidance personnel without additional resources of staff and money. The weakness of the exploration component is the same as that of the ARC: namely, that it has not been tested for effectiveness. The question remains whether or not it will be practically possible to combine work experience and academic studies in a meaningful way without loss to the quality of academic instruction.

FUTURE PLANS

School personnel were asked in the interview to rate the degree to which each component of the EBCE model was installed in the school as of Spring 1977 and where they anticipated the installation process to be in Spring 1978. Each component was rated to the degree to which (a) basic concepts and plans were developed, (b) specific program activities were developed and (c) the program was implemented with students. The gap between the present status and future expectations was calculated and examined for trends within schools. These trends should provide information to both the individual buildings and project staff regarding areas that will need attention, support, and development during the next academic year.

Southeast High School

The guidance component is seen as being fairly stable with not much left to do next year other than systematic changes that occur with any ongoing program. Emphasis next year is seen as needing to focus on the development of the ARC: basic concepts and plans need to be specified in practical terms with specific activities developed, and students must be involved in the component. To a lesser degree, concern needs to be placed on the installation of the exploration phase. The development of the exploration phase is seen to occure simultaneously with the development of the ARC. In other words, the degree to which the ARC is refined next year should determine the degree to which the exploration component is installed.

East High School

The basic plans for the ARC are relatively complete, but there needs to be more development of specific activities. The guidance component needs work in all three areas since there is confusion between tenth grade guidance and individual guidance for EBCE students. At the present, there is no implementation plan for this component. Exploration is seen as the major emphasis for next year. Consequently, time needs to be spent on all areas within the exploration unit, i.e. basic plans need to be developed,

specific program activities need to be worked out and students need to be involved in the exploration phase of the model.

Northeast High School

Basic concepts and plans have been fairly finalized with the exploration component being the weakest. Focus next year should be on (a) specifying program activities, especially in the exploration area and (b) implementing all three components with students.

Lincoln High School

Next year is seen as a focus year for developing specific program activities for all three components of EBCE. In addition, emphasis should also be placed on implementing the ARC and the tenth grade guidance sequence with students. This implementation will probably produce some minor modifications in the basic plans for the ARC and guidance components of the model.

Section 4
Part B

This section of the EBCE report is a validated summary of responses to the structured interview given by the evaluators. Only interviews of building persons identified as key decision-makers were validated. Each interview was summarized by the evaluators. This summary was sent to the identified building personnel for additions, deletions, or corrections. The revised summaries are presented by school.

Validated Summary
EBCE INTERVIEW
Principal, East Hich School

I. What is the primary outcome for students who will participate in EBCE?

a. It will allow students who are undecided to explore various careers through community experiences.
b. It will help students see the relativity between what is being taught in school and the world of work.

II. What effect has EBCE had on the present operation of your school?

a. EBCE forced us to examine the operational structure to find ways of providing students more flexibility.

III. What effect will EBCE likely have on your school in terms of its instructional guidance program in the future?

a. In the future we'll be able to involve more students and staff in our career education program.

IV. What things did the project do during its first year that were helpful to you and your school?

a. It involved a number of general staff members in planning.
b. The project staff utilized existing planning mechanisms in the school.
c. The school was able to integrate EBCE into our existing career education programs.

V. What things happened during the first year that presented the most difficulty or problems?

a. A number of building staff were not adequately informed about the initial planning of the project.
b. The various components were not initially clearly defined and described resulting in confusion among the staff.
c. There were too many task forces having no apparent specific purposes or objectives.

VI. What are the future problems that must be dealt with during the coming year?

a. Transportation for students to community sites.
b. Insuring a quality learning experience in the community.
c. Providing adequate supervision of students while in the community.
d. Recruitment and use of community resources.

Validated Summary
EBCE INTERVIEW
Vice Principal-Instruction, East High School

I. What is the primary outcome for students who will participate in EBCE.

a. It will allow students to explore various careers through community experiences.
b. It will help students see the relativity between what is being taught in school and the world of work.

II. What effect has EBCE had on the present operation of your school.

a. EBCE forced us to examine the structure to find ways of providing students more flexibility.

III. What effect will EBCE likely have on your school in terms of its instructional guidance program in the future.

a. In the future we'll be able to involve more students in our career education program.

IV. What things did the project do during its first year that were helpful to you and your school.

a. It created in almost all staff members an awareness of EBCE.
b. The project staff utilized existing planning mechanism in the school.

V. What things happened during the first year that presented the most difficulty or problems.

a. Building staff were not deeply enough involved during the initial planning of the project.
b. The various components were not initially clearly defined and described resulting in confusion among the staff.
c. There were too many task forces having no specific purposes or objectives that I was aware of.

VI. What are the future problems that must be dealt with during the coming year.

a. Transportation.
b. Insuring quality learning experience in community.
c. Providing adequate supervision of students while in the community.
d. Recruitment and use of community resources.

Validated Summary
EBCE INTERVIEW
Administrative Assistant, East High School

I. What is the primary outcome for students who will participate in EBCE.

   a. It will allow students who are undecided to explore various careers through community experiences.
   b. It will help students see the relationship between what is being taught in school and the world of work.

II. What effect has EBCE had on the present operation of your school.

   a. EBCE forced us to examine the structure to find ways of providing students more flexibility.

III. What effect will EBCE likely have on your school in terms of its instructional guidance program in the future.

   a. In the future we'll be able to involve more students in our career education program.

IV. What things did the project do during its first year that were helpful to you and your school.

   a. It created in almost all staff members an awareness of EBCE.
   b. The project staff utilized existing planning mechanism in the school.

V. What things happened during the first year that presented the most difficulty or problems.

   a. Building staff were not deeply enough involved during the initial planning of the project.
   b. The various components were not initially clearly defined and described resulting in confusion among the staff.
   c. There were too many task force meetings having no specific purposes or objectives.

VI. What are the future problems that must be dealt with during the coming year.

   a. Transportation.
   b. Insuring quality learning experience in community.
   c. Providing adequate supervision of students while in the community.
   d. Recruitment and use of community resources.

Validated Summary
EBCE INTERVIEW
Vice Principal-Student Services, East High School

I. What is the primary outcome for students who will participate in EBCE.

a. It will allow students who are undecided to explore various careers through community experiences.
b. It will help students see the relativity between what is being taught in school and the world of work.

II. What effect has EBCE had on the present operation of your school.

a. EBCE forced us to examine the structure to find ways of providing students more flexibility.

III. What effect will EBCE likely have on your school in terms of its instructional guidance program in the future.

a. In the future we'll be able to involve more students in our career education program.

IV. What things did the project do during its first year that were helpful to you and your school.

a. It created in almost all staff members an awareness of EBCE.
b. The project staff utilized existing planning mechanism in the school.

V. What things happened during the first year that presented the most difficulty or problems.

a. Building staff were not deeply enough involved during the initial planning of the project.
b. The various components were not initially clearly defined and described resulting in confusion among the staff.
c. There were too many task forces having no specific purposes or objectives.

VI. What are the future problems that must be dealt with during the coming year.

a. Transportation.
b. Insuring quality learning experience in the community.
c. Providing adequate supervision of students while in the community.
d. Recruitment and use of community resources.

Validated Summary
EBCE INTERVIEW
Principal, Southeast High School

I. What is the primary outcome for students who will participate in EBCE?

a. It will allow students to explore various careers through community experiences.
b. It will help students see the relationship between what is being taught in *school and the world of work.*
c. It will help students to overcome work role prejudices.

II. What effect has EBCE had on the present operation of your school?

a. Has made all staff members more career education conscious.
b. Has given us better data on students who need and desire more career education.
c. Has helped improve our 10th grade guidance program for all sophomores.
d. Gave impetus for staff members in the basic skills areas to examine individualized instruction possibilities.

III. What effect will EBCE likely have on your school in terms of its instructional guidance program in the future?

a. Hopefully, students will gain better tools to make career choices.
b. In the future we'll be able to involve more students in career education programs.
c. We will be better able to identify and serve students with life and career planning needs.

IV. What things did the project do during its first year that were helpful to you and your school?

a. Made staff members more aware of career education generally and of EBCE specifically.
b. The project provided a lot of the specifics for the 10th grade guidance program.
c. Gave impetus for staff members in basic skills areas to examine "individualized instruction" and "minimum competencies" possibilities.

V. What things happened during the first year that presented the most difficulty or problems?

a. Building staff members were not deeply enough involved during the initial planning of the project.
b. Some program components were not initially well defined, resulting in some confusion and anxiety among staff members.
c. Some existing programs felt "threatened" by some of the EBCE components and directions.

VI. What are the future problems that must be dealt with during the coming year?

a. Recruitment and coordination of community resources.
b. Insuring quality learning experiences in the community.
c. Providing adequate supervision of students while in the community.
d. Student transportation to community sites.

Validated Summary
EBCE INTERVIEW
Principal, Northeast High School

I. What is the primary outcome for students who will participate in EBCE.

a. It will allow students who are undecided to explore various careers through community experiences.
b. It will help students see the relativity between what is being taught in school and the world of work.

II. What effect has EBCE had on the present operation of your school.

a. EBCE has had no real effect on what or why we have been doing things instructionally except for the addition of the tenth grade guidance sequence.

III. What effect will EBCE likely have on your school in terms of its instructional guidance program in the future.

a. In the future we'll be able to involve more students in our career education program.

IV. What things did the project do during its first year that were helpful to you and your school.

a. Create in almost all (no) staff members an awareness of EBCE.
b. The project provided a lot of the specifics for the tenth grade guidance program.

V. What things happened during the first year that presented the most difficulty or problems.

a. Majority of building staff were not involved during the initial planning of the project.
b. The various components were not initially clearly defined and described resulting in confusion among the staff.
c. There were too many task forces having no specific purposes or objectives.

VI. What are the future problems that must be dealt with during the coming year.

a. Transportation.
b. Insuring quality learning experience in community.
c. Providing adequate supervision of students while in the community.
d. Recruitment and use of community resources.

Validated Summary
EBCE INTERVIEW
Vice Principal-Student Services, Northeast High School

I. What is the primary outcome for students who will participate in EBCE.

a. It will allow students who are undecided to explore various careers through community experiences.
b. It will help students see the relativity between what is being taught in school and the world of work.

II. What effect has EBCE had on the present operation of your school.

a. EBCE has had no real effect on what or why we have been doing things instructionally except for the addition of the tenth grade guidance sequence.

III. What effect will EBCE likely have on your school in terms of its instructional guidance program in the future.

a. In the future we'll be able to involve more students in our career education program.

IV. What things did the project do during its first year that were helpful to you and your school.

a. Create in almost all staff members an awareness of EBCE. (Didn't happen)
b. The project provided a lot of the specifics for the tenth grade guidance program.

V. What things happened during the first year that presented the most difficulty or problems.

a. Building staff, specifically guidance personnel, were not deeply enough involved during the initial planning of the project.
b. The various components were not initially clearly defined and described resulting in confusion among the staff.
c. There were too many task forces having conflicting purposes or objectives.

VI. What are the future problems that must be dealt with during the coming year.

a. Transportation.
b. Insuring quality learning experience in community.
c. Providing adequate supervision of students while in the community.
d. Recruitment and use of community resources.
e. Allotment of credit for EBCE experiences.

Validated Summary
EBCE INTERVIEW
Vice Principal-Instruction, Northeast High School

I. What is the primary outcome for students who will participate in EBCE.

a. It will allow students who are undecided to explore various careers through community experiences.
b. It will help students see the relativity between what is being taught in school and the world of work.

II. What effect has EBCE had on the present operation of your school.

a. EBCE has had no real effect on what or why we have been doing things instructionally except for the addition of the tenth grade guidance sequence.

III. What effect will EBCE likely have on your school in terms of its instructional guidance program in the future.

a. In the future we'll be able to involve more students in our career education program.

IV. What things did the project do during its first year that were helpful to you and your school.

a. Create in almost all staff members an awareness of EBCE.
b. The project provided a lot of the specifics for the tenth grade guidance program.

V. What things happened during the first year that presented the most difficulty or problems.

a. Building staff were not deeply enough involved during the initial planning of the project.
b. The various components were not initially clearly defined and described resulting in confusion among the staff.
c. There were too many task forces having no specific purposes or objectives.

VI. What are the future problems that must be dealt with during the coming year.

a. Transportation.
b. Insuring quality learning experience in community.
c. Providing adequate supervision of students while in the community.
d. Recruitment and use of community resources.

Validated Summary
EBCE INTERVIEW
Principal, Lincoln High School

I. What is the primary ourcome for students who will participate in EBCE.

a. It will allow students who are undecided to explore various careers through community experiences.
b. It will help students see the relativity between what is being taught in school and the world of work.

II. What effect has EBCE had on the present operation of your school.

a. EBCE up to this point has had little effect on what or why we have been doing things instructionally except for the addition of the tenth grade guidance sequence.

III. What effect will EBCE likely have on your school in terms of its instructional guidance program in the future.

a. In the future, EBCE will provide us an alternative delivery system for an instructional program.

IV. What things did the project do during its first year that were helpful to you and your school.

a. Create in almost all staff members an awareness of EBCE.
b. The project staff helped move from an abstract theory to operational details.

V. What things happened during the first year that presented the most difficulty or problems.

a. Building staff were not deeply enough involved during the initial planning of the project.
b. The various components were not initially clearly defined and described resulting in confusion among the staff.
c. There were too many task forces having no specific purposes or objectives.

VI. What are the future problems that must be dealt with during the coming year.

a. Transportation.
b. Insuring quality learning experience in community.
c. Providing adequate supervision of students while in the community.
d. Recruitment and use of community resources.

Validated Summary
EBCE INTERVIEW
Vice Principal-Student Services, Lincoln High School

I. What is the primary outcome for students who will participate in EBCE.

a. It will allow students who are undecided to explore various careers through community experiences.
b. It will help students see the relationship between what is being taught in school and the world of work.

II. What effect has EBCE had on the present operation of your school.

a. EBCE has had no real effect on why we have been doing things instructionally except for the addition of the tenth grade guidance sequence. I would expect that to change and that it will effect the what and why of what we do in the future.

III. What effect will EBCE likely have on your school in terms of its instructional program in the future.

a. In the future, EBCE will provide us an alternative system for delivering instructional programs to some students.

IV. What things did the project do during its first year that were helpful to you and your school.

a. Create in almost all staff members an awareness of EBCE. (This may also be an "effect" response for item II above.)
b. The project staff helped move from an abstract theory to operational details.

V. What things happened during the first year that presented the most difficulty or problems.

a. Building staff were not deeply enough involved during the initial planning of the project.
b. The various components were not initially clearly defined and described resulting in confusion among the staff.
c. There were too many task forces having no specific purposes or objectives - or those purposes and objectives were not well defined or they were not understood by participants.

VI. What are the future problems that must be dealt with during the coming year.

a. Transportation. (of students from school to community site)
b. Insuring quality learning experience in community.
c. Providing adequate supervision of students while in the community.
d. Recruitment and use of community resources.
e. Gaining credibility among staff members. (Perhaps that will come if b. is achieved.)

Validated Summary
EBCE INTERVIEW
Vice Principal-Instruction, Lincoln High School

I. What is the primary outcome for students who will participate in EBCE.

a. It will allow students to explore various careers through community experiences.
b. It will help students see the relativity between what is being taught in school and the world of work.
c. Students will be able to learn in alternative environments and styles.

II. What effect has EBCE had on the present operation of your school.

a. At the present time, EBCE has not had a great impact on what or why we have been doing things instructionally. We have added a tenth grade guidance sequence related to it and will begin instructional modifications specifically in English and Social Studies this fall. But I do expect it to have a great impact on our instructional program.

III. What effect will EBCE likely have on your school in terms of its instructional guidance program in the future.

a. In the future, EBCE will provide us an alternative delivery system for our instructional program which will utilize both the traditional school setting and the community as a learning environment.

IV. What things did the project do during its first year that were helpful to you and your school.

a. Create in almost all staff members an awareness of EBCE.
b. The project staff helped move from an abstract theory to operational details.
c. Got people to begin to ask questions about existing programs and their relationship to EBCE.

V. What things happened during the first year that presented the most difficulty or problems.

a. Building staff were not deeply enough involved during the initial planning of the project.
b. The various components of EBCE were not initially clearly defined and described, or concretely described, resulting in confusion among the staff about the program.
c. There were too many task forces having no specific purposes or objectives....perhaps spending too much time talking and arguing with few specific results.

VI. What are the future problems that must be dealt with during the coming year.

a. Transportation.
b. Insuring quality learning experiences in community.
c. Providing adequate supervision of students while in the community.
d. Recruitment and use of community resources.
e. Developing credibility for the program among LPS staff members.

Section 5

The following discussion attempts to establish a framework within which to understand what has happened during the first year of the EBCE project and to aid in the decision making about its furure course. It is based on an analysis of available data including what the project's long-range goals are, its method of operation and the environment within which it operates.

It is the opinion of the evaluators that there are various options regarding furure directions for the project. Each of these options has associated advantages and disadvantages. As such they represent to some extent dilemmas which the project must come to terms with. The decisions made will effect the intended outcomes of the project, its process objectives, the strategies to reach those objectives, and the problems which will be encountered as the strategies are operated.

To begin with, what can be concluded about the present understanding regarding the student outcomes of the EBCE programs? The primary outcome identified by those individuals from local buildings who were interviewed is that students will learn more about various careers. This is consistent with the initial message of the project and is perhaps the outcome the project was first able to operationalize. A second outcome identified is that students will see a closer relationship between what is taught in school and the world of work. This has of course been held up from the beginning of the career education movement as a major benefit. The EBCE project has obviously continued that emphasis. Outcomes that were not explicitly cited were those relating to the areas of self-understanding, value clarification, decision-making, etc. The absence of these outcomes can be accounted for in one of two ways. It could be that it is assumed that these outcomes are implied when one talks about students learning about careers. Learning about careers could be a catch phrase for the whole career development concept. A second alternative could be that in fact EBCE is viewed as primarily a career exploration program with certain "supportive" elements attached, for example, a guidance program delivering on the "guidance" outcomes. It is possible that artificial distinctions that

were made to bring focus to the program development effort have become "real" at the operational level. Some support for this kind of an interpretation can be found when one explores the issue of the ARC.

There has been a good deal of confusion about the ARC. What it is and how it operates are major concerns. The image of the ARC seems to be one of support in an organizational sense for the exploration program. The use of the ARC will allow for time to do explorations. There is also the notion of the ARC providing opportunities to do remedial work with those students who are in need of it. The issue of individualization seems to be as much an organizational necessity as a programatic criteria. The role of the ARC as a management system does not appear to be clearly understood. There is also no strong evidence which indicates that the ARC from a programatic point of view is in and of itself a good way to provide instruction to a significant number of students. These factors seem to support the conclusion that EBCE is not understood to encompass a broad range of student outcomes or to be the process or methodology for integrating student outcomes and an associated delivery system within the content of planning, organizing, operating and evaluating educational experiences. What is important is that the building leadership's understanding of the scope and content of student outcomes directly affects and interacts with their understanding of the programatic and organizational impact of EBCE.

When those individuals interviewed were asked about the impact of EBCE this year and next year on their school, the following kind of information was gathered. The major impact is seen in terms of added content; that is, the 10th grade guidance program and career exploration. The impact of EBCE in terms of other building staff is described in terms of uneasiness, lack of understanding, etc. There is no mention of the organizational impact of EBCE. That is, there is no mention of the need for the redeployment of resources, new ways of awarding credit, new ways of organizing "courses", etc. Future program impact is described in terms of adding more students and more resource sites. Future impact on staff is described in terms of gaining credibility, easing of fears, etc. There is no mention of any future impact in terms of organizational patterns.

In general, the impression is that the staff and organization will make room for and support in a general way in so far as is possible the addition of the EBCE program. Consequently, to a significant extent the organization, the present staff and its instructional and other role perceptions will define the program and not the other way around. The interpretation of this information can take different directions. It could be that while the leadership has a general sense of the depth and breadth of the change entailed in EBCE, there are no operational specifics or concrete examples of it. Consequently, there is no language with which to talk about it. However, it is possible that if there is a limited view of the outcomes of EBCE in terms of students and the delivery of instruction, then there is no logic which would bring one to the point of understanding the need for major programatic and organizational change. Finally, it is possible that while assent to broad student outcomes is present, the logic of change (what needs to be changed and how) is not present.

The interpretation that there is not an understanding of the need for fundamental change is to some extent supported by the information gathered about the perceptions of what the project did well and where it encountered difficulties. The project is noted for creating an awareness in staff of EBCE in the sense of its being a separate program entity. It was also considered successful in terms of providing specific program content, i.e., 10th grade guidance, career exploration and the ARC (to a lesser extent relative to the former two). There is no evidence for the fact that the project created an understanding of a model which is well integrated and defined. This results from certain characteristics of the project, i.e., the use of the change support methodology, rather than a particular fault in operations. The project did not have concrete images. Further, it operated a strategy of identifying major issues and then providing process assistance as local buildings attempted to deal with the issues.

The project is seen as being less than successful in terms of creating concern (fear of competition) in staff, being too theoretical, having too many tasks force dealing with theoretical and/or unspecified problems. One can interpret this as saying that the project

did not succeed in identifying and settling the fundamental issues. The project's methodology was inadequate to the task. However, it is possible that the project is not viewed as being essentially less than effective in dealing with the "fundamental" issues but rather as being off target in attempting to do so. If one judges the project and its activities from the perspective of its primary goal being the implementation of a career exploration program with various support elements, then these "fundamental" issues are beside the point. What is needed would be simply concrete models and program specifics. To examine the total structure at a fundamental or policy level is important only if the implementation of EBCE will bring about or necessitate that kind of change.

Support for this interpretation can be found in the information collected regarding perceptions about future potential problems. The problems raised are those of transportation, insuring quality learning experiences, and providing adequate supervision of students while in the community. These are, to be sure, important problems which will require the attention of the project. However, there is no mention of problems in the areas of program development, program integration, or organizational development. These latter areas are those which would need to be addressed if a broad ranging change were being attempted.

Based on this analysis of the available data, the elements of the decisions facing the project can be identified. First, if the project wishes to pursue the outcomes of delivery on a broad range of student objectives resulting in significant change in schools then a clear understanding of the rationale, goals, organization and operation of that model must exist. In order to understand the nature and dimensions of the change, a clear and agreed upon conceptual model toward which the change is directed must be present. It could be argued that only a certain few, perhaps only project staff, need to have that model in mind. The project would then operated and/or manage an incremental change process or use a modeling approach. There are several issues to be considered when evaluating that approach.

First, if interim objectives and project strategies are based on an analysis of the "full" model, then for the leadership to understand and support project activities they must share a common reference point. The identification of the appropriate steps on the continuum of successive approximations are based on an analysis of what the "terminal behavior" is. This has added importance when one considers the way in which project staff works. Their presence, support and approval are effective reinforcers for bringing about change. The question which then necessarily arises is that of what should be reinforced. Obviously one reinforces what is an approximation or actual operation of EBCE. The determination of what constitutes an approximation or operation of EBCE depends on the clarity with which the model has been defined. For the leadership to understand and support the project staff and its work, it seems necessary that there be a common reference point. Finally, the understanding that exists about what the desired end point is effects what decisions are made now. The logic for the decisions that are made must be broader than the reality of the moment if decisions which are preemptive of future desired situations are to avoided.

A second area of concernis with the notion of modeling program operation. One must first of all be concerned about the program being able to, in a sense, move out of the "greenhouse". The program may always be seen as needing the special conditions. A second concern is with the modeling itself. It is possible that by operating separately in "special" conditions the model exemplifies its opposite. Can EBCE really be modeled in any significant way without effecting the operation of the school in general? It may be that some of the principal outcomes for students cannot be achieved in the modeling situation; for example, the outcome of students seeing a closer relationship between what is taught in school and the world of work. Will community experiences make more relevant school courses which are conceptually and organizationally misplaced? Taking a social studies course may still seem inappropriate when the student wants to learn about how to manage people with different cultural backgrounds and values.

A second major issue facing the project is that of organizational development. That program development has outstripped organizational development seems clear. However, to the extent that that is true, program implementation and operation are certainly limited and so to some extent is the ability of those charged with running the organization to do program development and implementation planning. If the project pursues goals which necessitate in-depth change, the matter of organizational development must be attended to. That, however, would require resources in terms of staff, time and expertise that may not or should not be available. Further, it may be administratively and politically beyond the scope of the project.

The situation is further complicated when one examines how one would deal with these issues, how one would create the necessary understandings, etc. It would appear that discussions such as those held at the beginning of the project year would be appropriate. There do need to be task forces. Anxiety levels will be raised, philosophical issues of the need for and the dimensions of the change would be addressed. However, there is the question that without prior understanding by the leadership, will such efforts be supported. The situation quickly begins to resemble a Catch 22. Further, even if such a process could be initiated and was supported, what is the likelihood of success. Present data and past experience would indicate that the skills of in-depth program development, model building, etc., are not readily available across the district. For example, when one examines past and future plans about EBCE, it can be seen that they take the form of specific events which do not bear a clear logical relationship to each other on overall outcomes except in a most general way. However, for the staff to construct the model itself and tell people about it would do some damage to the change support model. It would also leave them open to the charge of "laying things on staff," not involving them in the planning process, etc. These criticisms are already in fact being made. The only real alternative in this case would seen to be to devote time and energy to developing the skills needed and providing the required process assistance. This, however, would affect what kinds of things would be accomplished and how long it would take and might

require a redefinition of the project, its accomplishments and time lines which may not be supported by the funding sources or the district itself.

A final option would be to accept the more limited objective of implementing a career exploration and/or career development program. On the face of it, this option would seem to hold the most promise. The models are concrete, the effect on the organization is more limited as is the effect on other staff. Further, it could well be that such an effort is more consistent with the leadership's present understanding of what EBCE is.

However, this approach is not without its difficulties. The major difficulty which would be encountered will operationalize itself at the point of the project exit. If a career exploration/development program is added without any significant organizational change, redeployment of staff, etc., the question of how it will be supported and expanded once the project is over is raised. This could only be accomplished with additional resources being made available which may not be feasible. The alternative would be to either limit the number of students (based on self-selection or a set of selection criteria) or to limit the program in terms of scope, both outcomes and methodology, so as to make it possible to operate it for all students. Neither of these options are likely to satisfy our present understanding of what career development is or the need for it on the part of almost all students.

The issues that have been raised by the first-year evaluation are fundamental ones. They exist at a basic policy level. The decisions that are made will provide the framework within which the project will be planned, organized, operated and evaluated. Specific recommendations on the strategy level can be made only after the project has become clear about its mission and the parameters within which it will operate.

APPENDIX A

APPENDIX A

Interview
EBCE

1. What do you think EBCE will do for students?

2. How has EBCE effected your school this year?
   How will EBCE effect your school in the future?

3. What things did the project and/or its staff------
   -do this year that were the most helpful to you and your school?

   -In what areas do you think the project and/or its staff was not helpful------

   1. What things did it do that should not have been done,
   2. Or should be done differently,
   3. Or wasn't done at all?

4. At this point in time, relative to the ARC Guidance Exploration------
   What are you pleased with in sense of accomplishment and what is left to be done?

   ARC_____

   Guidance_____

   Exploration_____

5. What things did you do this year to implement EBCE in your school, and what things do you plan to do next year?

6. When you think about your EBCE program next year and the following year, what are the major problems or concerns that you foresee?

7. (Principals only) How do you feel about the way the district has planned and managed the EBCE project--e.g., the use of the principals council, the role of the project director, etc.? What are the strengths and what are the weaknesses, if any?

8. In regard to the director specifically, what are some key words you would use to describe him (relative to working with him)?

   or

   Describe your judgement about the project director------
   --effectiveness
   --what he is like to work with
   --how you wish he would do things differently
   --strengths and weaknesses

9. I am going to read to you a set of statements which are the basic principles of EBCE--For each please rate on a scale of 1-5 (1 is disagreement, 5 is agreement) your feelings about them 1-7, p. 10.

10. The overall strategy of the EBCE project has been one of support to local schools as they implement EBCE. For each element that I will name, please rate on a scale of 1-5 how much help the project has been. (1 is of minimal help, 5 is very helpful).

	Planning Assistance and Leadership	Specific Program Activities Suggestion	Provision of Adequate Resource (Money, staff, time,etc.)
ARC			
Guidance			
Exploration			

Based on the rating you have just done, tell two particular strengths of the project if any, and two particular weaknesses if any.

In terms of the specific workings of each element, please tell me what the present strengths and weaknesses are for each.

	ARC	Guidance	Exploration
Strength			
Weaknesses			

12. For the purpose of planning what do you see as potential problems in the future, relative to each component.

ARC	Guidance	Exploration

13. Relative to a complete installation of EBCE in your school, please rate for each element (1-5, 1=Nothing happening, 5=completely installed) how far along you are in your school.

PRESENT

	ARC	Guidance	Exploration
Develop basic concepts and plans			
Having the specific activities of the program developed			
Implementing the program with kids			

FUTURE

	ARC	Guidance	Exploration
Develop basic concepts and plans			
Having the specific activities of the program developed			
Implementing the program with kids			

APPENDIX B

APPENDIX B

Frequency and Percent of Responses of 71 Teachers: Northeast High School

The following is a list of statements about Experience-Based Career Education. For each statement please note whether your school is providing NOT ENOUGH, the RIGHT AMOUNT, or TOO MUCH.

	Not Enough	Right Amount	Too Much	Missing
1. Learning about careers by visiting with employers and employees at their place of business in the community.	28 39.4%	32 45.1%	2 2.8%	9 12.7%
2. Learning about themselves, their interests, their abilities and their values as they relate to various careers.	28 39.4%	37 52.1%		6 8.5%
3. Discovering the relationship between what is learned in school and how it is valuable in the world of work.	42 59.2%	23 32.4%		6 8.5%
4. Learning how to make decisions and solve problems for themselves.	36 50.7%	28 39.4%	1 1.4%	6 8.5%
5. Planning their school program based on their own career goals.	26 36.6%	35 49.3%	3 4.2%	7 9.9%
6. Improving their abilities in math, English, and social studies through individualized work based on their knowledge of the relationship between those skills and the world of work.	34 47.9%	27 38.0%	1 1.4%	9 12.7%
7. Getting credit for doing learning projects in the community which combine learning about the world of work and academic learning.	23 32.4%	30 42.3%	9 12.7%	9 12.7%

Assuming there were an opportunity to work in a program like EBCE, which of the following would you be interested in doing? (Check as many as appropriate.)

	Yes	No	Missing
1. Helping students plan and carry out exploration experiences in the community.	34 47.9%	31 43.7%	6 8.5%
2. Helping students determine their own interests, aptitudes and values in relationship to careers.	49 69.0%	17 23.9%	5 7.0%
3. Helping students learn how to set goals and make plans for their school program based on career goals.	46 64.8%	19 26.8%	6 8.5%
4. Helping students plan and carry out learning projects in the community combining in-depth career investigation and academic learning.	28 39.4%	35 49.3%	8 11.3%

(Continued on the back)

What do you feel would be the biggest reason(s) why you would *not* want to be involved in the activities listed above. (Check as many as appropriate.)

1. I am not interested. — 5 – 7.0%
2. I would not have time. — 48 – 67.6%
3. I do not have:
   a. Knowledge of the community. — 13 – 18.3%
   b. Knowledge of how various skills taught in school relate to various careers. — 11 – 15.5%
   c. Knowledge of the tecnniques needed to help students know their interest aptitude and values. — 18 – 25.4%
   d. Knowledge of the techniques needed to help students develop interest in and ability to plan. — 15 – 21.1%

Given what you presently know about EBCE in your school, which of the following groups of students should participate?

1. All students. — 15 – 21.1%
2. Those students who are interested. — 43 – 60.6%
3. Students who are not succeeding in the regular program. — 11 – 15.5%
4. Students who are vocationally oriented. — 22 – 31.%

Given what you presently know about EBCE in your school, what do you think about the idea?

1. It's a good idea, and I will support it. — 33 – 46.5%
2. It's a good idea, but I don't feel (for various reasons) that I want to participate in it. — 9 – 12.7%
3. It's a good idea, but it is not practical. — 10 – 14.1%
4. It's not a good idea. — 4 – 5.6%
5. Unable to comment. — 11 – 15.5%

Frequency and Percent of Responses of 64 Teachers: Southeast High School

The following is a list of statements about Experience-Based Career Education. For each statement please note whether your school is providing NOT ENOUGH, the RIGHT AMOUNT, or TOO MUCH.

	Not Enough	Right Amount	Too Much	Missing
1. Learning about careers by visiting with employers and employees at their place of business in the community.	23 35.9%	36 56.3%		5 7.8%
2. Learning about themselves, their interests, their abilities and their values as they relate to various careers.	19 29.7%	41 64.1%		4 6.3%
3. Discovering the relationship between what is learned in school and how it is valuable in the world of work.	28 43.8%	32 50.0%		4 6.3%
4. Learning how to make decisions and solve problems for themselves.	20 31.3%	42 65.6%		2 3.1%
5. Planning their school program based on their own career goals.	11 17.2%	49 76.6%	1 1.6%	3 4.7%
6. Improving their abilities in math, English, and social studies through individualized work based on their knowledge of the relationship between those skills and the world of work.	29 45.3%	31 48.4%		4 6.3%
7. Getting credit for doing learning projects in the community which combine learning about the world of work and academic learning.	16 25.0%	40 62.5%	3 4.7%	5 7.8%

Assuming there were an opportunity to work in a program like EBCE, which of the following would you be interested in doing? (Check as many as appropriate.)

	Yes	No	Missing
1. Helping students plan and carry out exploration experiences in the community.	34 53.1%	28 43.8%	2 3.1%
2. Helping students determine their own interests, aptitudes and values in relationship to careers.	52 81.3%	12 18.8%	
3. Helping students learn how to set goals and make plans for their school program based on career goals.	45 70.3%	14 21.9%	5 7.8%
4. Helping students plan and carry out learning projects in the community combining in-depth career investigation and academic learning.	35 54.7%	26 40.6%	3 4.7%

(Continued on the back)

What do you feel would be the biggest reason(s) why you would *not* want to be involved in the activities listed above. (Check as many as appropriate.)

1. I am not interested. — 6 – 9.4%
2. I would not have time. — 43 – 67.2%
3. I do not have:
   a. Knowledge of the community. — 7 – 10.9%
   b. Knowledge of how various skills taught in school relate to various careers. — 9 – 14.1%
   c. Knowledge of the techniques needed to help students know their interest aptitude and values. — 22 – 34.4%
   d. Knowledge of the techniques needed to help students develop interest in and ability to plan. — 14 – 21.9%

Given what you presently know about EBCE in your school, which of the following groups of students should participate?

1. All students — 8 – 12.5%
2. Those students who are interested. — 48 – 75.0%
3. Students who are not succeeding in the regular program. — 11 – 17.2%
4. Students who are vocationally oriented. — 24 – 37.5%

Given what you presently know about EBCE in your school, what do you think about the idea?

1. It's a good idea, and I will support it. — 31 – 48.4%
2. It's a good idea, but I don't feel (for various reasons) that I want to participate in it. — 11 – 17.2%
3. It's a good idea, but it is not practical. — 10 – 15.6%
4. It's not a good idea. — 1 – 1.6%
5. Unable to comment. — 10 – 15.6%

Frequency and Percent of Responses of 42 Teachers: East High School

The following is a list of statements about Experience-Based Career Education. For each statement please note whether your school is providing NOT ENOUGH, the RIGHT AMOUNT, or TOO MUCH.

	Not Enough	Right Amount	Too Much	Missing
1. Learning about careers by visiting with employers and employees at their place of business in the community.	12 28.6%	24 57.1%	3 7.1%	3 7.1%
2. Learning about themselves, their interests, their abilities and their values as they relate to various careers.	10 23.8%	26 61.9%	3 7.1%	3 7.1%
3. Discovering the relationship between what is learned in school and how it is valuable in the world of work.	19 45.2%	19 45.2%	1 2.4%	3 7.1%
4. Learning how to make decisions and solve problems for themselves.	17 40.5%	20 47.6%	2 4.8%	3 7.1%
5. Planning their school program based on their own career goals.	9 21.4%	25 59.5%	4 9.5%	4 9.5%
6. Improving their abilities in math, English, and social studies through individualized work based on their knowledge of the relationship between those skills and the world of work.	22 52.4%	17 40.5%	1 2.4%	2 4.8%
7. Getting credit for doing learning projects in the community which combine learning about the world of work and academic learning.	10 23.8%	22 52.4%	7 16.7%	3 7.1%

Assuming there were an opportunity to work in a program like EBCE, which of the following would you be interested in doing? (Check as many as appropriate.)

	Yes	No	Missing
1. Helping students plan and carry out exploration experiences in the community.	20 47.6%	16 38.1%	6 14.3%
2. Helping students determine their own interests, aptitudes and values in relationship to careers.	28 66.7%	9 21.4%	5 11.9%
3. Helping students learn how to set goals and make plans for their school program based on career goals.	27 64.3%	11 26.2%	4 9.5%
4. Helping students plan and carry out learning projects in the community combining in-depth career investigation and academic learning.	21 50.0%	16 38.1%	5 11.9%

(Continued on the back)

What do you feel would be the biggest reason(s) why you would *not* want to be involved in the activities listed above. (Check as many as appropriate.)

1. I am not interested.	2 – 4.8%
2. I would not have time.	31 – 73.8%
3. I do not have:	
a. Knowledge of the community.	5 – 11.9%
b. Knowledge of how various skills taught in school relate to various careers.	8 – 19.0%
c. Knowledge of the techniques needed to help students know their interest aptitude and values.	10 – 23.8%
d. Knowledge of the techniques needed to help students develop interest in and ability to plan.	8 – 19.0%

Given what you presently know about EBCE in your school, which of the following groups of students should participate?

1. All students	5 – 11.9%
2. Those students who are interested.	29 – 69.0%
3. Students who are not succeeding in the regular program.	3 – 7.1%
4. Students who are vocationally oriented.	10 – 23.8%

Given what you presently know about EBCE in your school, what do you think about the idea?

1. It's a good idea, and I will support it.	20 – 47.6%
2. It's a good idea, but I don't feel (for various reasons) that I want to participate in it.	10 – 23.8%
3. It's a good idea, but it is not practical.	6 – 14.3%
4. It's not a good idea.	1 – 2.4%
5. Unable to comment.	3 – 7.1%

Frequency and Percent of Responses of 65 Teachers: Lincoln High School

The following is a list of statements about Experience-Based Career Education. For each statement please note whether your school is providing NOT ENOUGH, the RIGHT AMOUNT, or TOO MUCH.

	Not Enough	Right Amount	Too Much	Missing
1. Learning about careers by visiting with employers and employees at their place of business in the community.	11 16.9%	32 49.2%	3 4.6%	19 29.2%
2. Learning about themselves, their interests, their abilities and their values as they relate to various careers.	14 21.5%	28 43.1%	1 1.5%	22 33.8%
3. Discovering the relationship between what is learned in school and how it is valuable in the world of work.	26 40%	19 29.2%	1 .5%	19 29.2%
4. Learning how to make decisions and solve problems for themselves.	25 38.5%	17 26.2%	2 3.1%	21 32.3%
5. Planning their school program based on their own career goals.	20 30.8%	22 33.8%	3 4.6%	20 30.8%
6. Improving their abilities in math, English, and social studies through individualized work based on their knowledge of the relationship between those skills and the world of work.	27 41.5%	13 20	4 6.2%	21 32.3%
7. Getting credit for doing learning projects in the community which combine learning about the world of work and academic learning.	9 13.8%	27 41.5%	6 9.2%	23 35.4%

Assuming there were an opportunity to work in a program like EBCE, which of the following would you be interested in doing? (Check as many as appropriate.)

	Yes	No	Missing
1. Helping students plan and carry out exploration experiences in the community.	19 29.2%	36 55.4%	10 15.4%
2. Helping students determine their own interests, aptitudes and values in relationship to careers.	37 56.9%	18 27.7%	10 15.4%
3. Helping students learn how to set goals and make plans for their school program based on career goals.	29 44.6%	24 36.9%	12 18.5%
4. Helping students plan and carry out learning projects in the community combining in-depth career investigation and academic learning.	18 27.7%	34 52.3%	13 20 %

(Continued on the back)

What do you feel would be the biggest reason(s) why you would *not* want to be involved in the activities listed above. (Check as many as appropriate.)

1. I am not interested. — 9 – 13.8%
2. I would not have time. — 43 – 66.2%
3. I do not have:
   a. Knowledge of the community. — 11 – 16.9%
   b. Knowledge of how various skills taught in school relate to various careers. — 11 – 16.9%
   c. Knowledge of the techniques needed to help students know their interest aptitude and values. — 14 – 21.5%
   d. Knowledge of the techniques needed to help students develop interest in and ability to plan. — 16 – 24.6%

Given what you presently know about EBCE in your school, which of the following groups of students should participate?

1. All students — 4 – 6.2%
2. Those students who are interested. — 51 – 78.5%
3. Students who are not succeeding in the regular program. — 10 – 15.4%
4. Students who are vocationally oriented. — 10 – 15.4%

Given what you presently know about EBCE in your school, what do you think about the idea?

1. It's a good idea, and I will support it. — 25 – 38.5%
2. It's a good idea, but I don't feel (for various reasons) that I want to participate in it. — 16 – 24.6%
3. It's a good idea, but it is not practical. — 9 – 13.8%
4. It's not a good idea. — 4 – 6.2%
5. Unable to comment. — 10 – 15.4%